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ABSTRACT

THIS 1967 SEMINAR FOR ADULT BASIC EDUCATION PROGRAM ADMINISTRATORS WAS DESIGNED TO IDENTIFY PROBLEM AREAS AND TO CONSIDER SOME OF THE SOLUTIONS. MAJOR TOPICS WERE THE SOCIAL AND PSYCHOLOGICAL CHARACTERISTICS OF UNDERPRIVILEGED ADULT LEARNERS, PROGRAM ADMINISTRATION AND MANAGEMENT, INSERVICE TEACHER TRAINING, CURRENT ISSUES IN ADULT BASIC EDUCATION, AND THE RECRUITMENT AND RETENTION OF ADULT STUDENTS. GUIDELINES WERE ALSO OFFERED FOR EVALUATING PROGRAMS AND READING MATERIALS. (LY)

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Ohio Seminar for Administrators of Adult Basic Education

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Foreword

Perhaps no national or local effort would have greater value than implementing programs designed to develop salable skills and a sense of dignity in the undereducated adult. Today under conditions of general affluence it is estimated that 400,000 persons in the State of Ohio alone have less than an eighth grade education. In a technological society the demands for a highly educated citizenry are great. Persons with less than an eighth grade education are markedly disadvantaged. Their ability to contribute to the larger society is only exceeded by their inability to assume a role of self sufficiency and personal dignity.

One of the several programs designed to attack the general social and economic problems of the undereducated adult is Adult Basic Education. The task of educating the adult is not an easy one. Present staff resources, materials and supplies, and instructional approaches are at best minimal to the demands of the task.

The purpose of this seminar which was conducted September 21, and 22, 1967 at Columbus, Ohio, was to identify problem areas in Adult Basic Education and to consider collectively some of the solutions to these problems.

As Director of the Division of Federal Assistance, Ohio Department of Education, I would like to acknowledge and extend my appreciation to the seminar participants. Special appreciation is extended to Doctors Margaret Kielty, Roger Axford, Paul Hunt, and Monroe Neff whose presentations are included in this publication.

For making the seminar arrangements and for the editing and preparation of this report, we are indebted to the School Management Institute.

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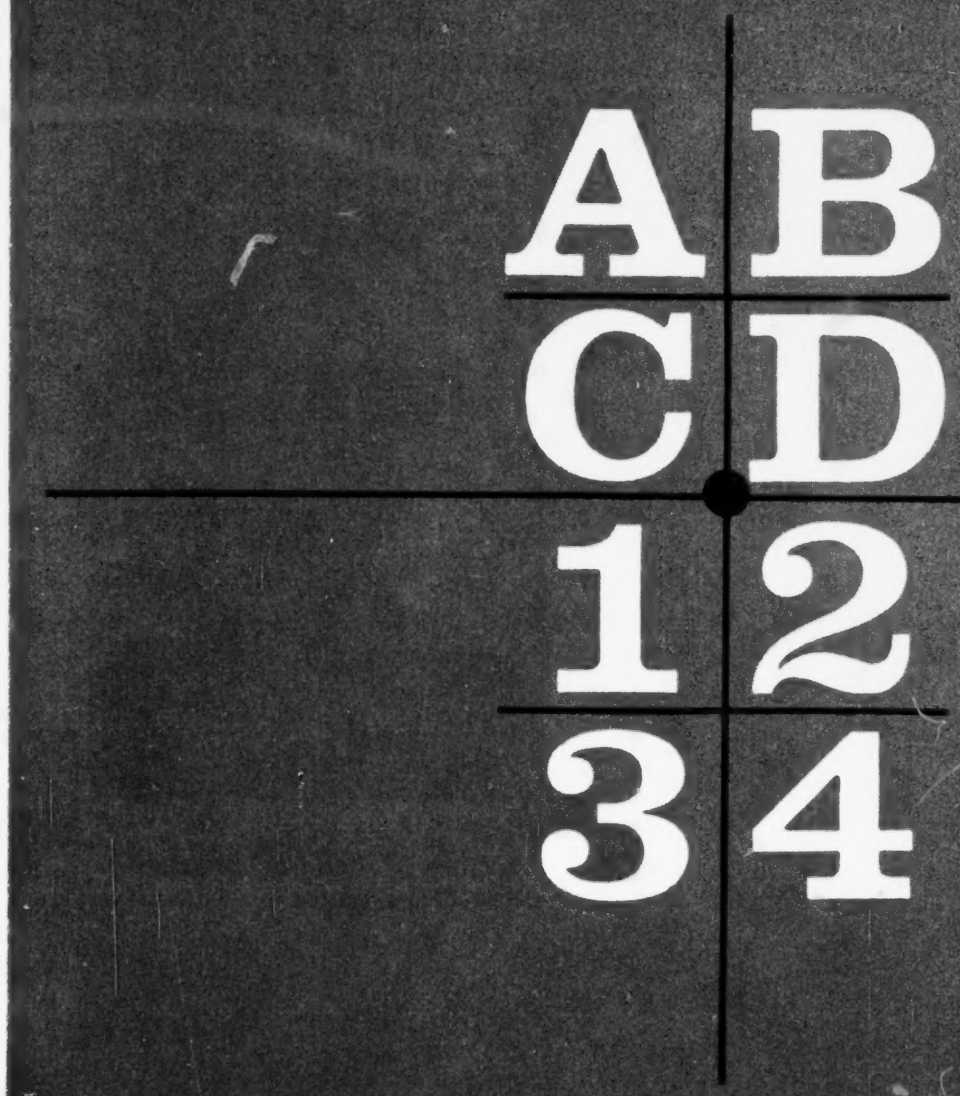

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The Social and Psychological Characteristics of the Under-privileged Adult Learner

Paul R. Hunt

SYNDROME OF DEPRIVATION

Disadvantaged or under-privileged (now we are calling them the under-class) suggests only a variation on a theme which very well might describe those in our society who are also called the poor, the hard-core unemployed, or the poverty stricken – the people to whom we mainly address our concerns today. Perhaps a better term is the culturally deprived for this in a sense points to a possible cause of the phenomenon. My task this morning is to perhaps only remind you of some of the characteristics of the under-privileged, limiting them mainly to the social and psychological symptoms which characterize the syndrome of deprivation and call for special attention by the adult educator. I shall proceed with four points Hilda Taba and others have used to help us sharpen our understanding of these characteristics associated with the adult learner whom we see as requiring adult basic education.

1. What is the situation?
2. What are the social and psychological characteristics which contribute to the situation?
3. What are some of the educational problems?
4. What is the task of the schools?

WHO ARE THE DISADVANTAGED

Imposed upon the question, "What is the situation?", we might ask another question, "Who are the disadvantaged?" The President's Council of Economic Advisors using the 1962 price index reports that a family of four is poor if its annual income is $3,000 or less. A single person is considered poor if he earns less than $1,500. With this in mind, the administration maintains that perhaps thirty-three to thirty-five million Americans scrape along in poverty. Harrington's *The Other America* contends that the same family earning $4,000 in 1960 is poor. The amount for an unattached individual is $2,000. Harrington believes there are between forty and fifty million Americans living in poverty.

In addition to this rather arbitrary poverty level, some are of the opinion that a mere subsistence level exists. An individual, for example, earning between $2,000 and $3,000 falls into this category, as does a two-person family earning between $3,000 and $4,000, and likewise a four-person family earning between $4,000 and $5,000 annually. Applying these figures to the 1960 census and adding it to those who live in poverty, it is estimated that some seventy million Americans live in one or another low income group. To be sure, the populous of both income groups are financially disadvantaged. This means they cannot afford many of the goods and services which are essential to the majority of Americans. It also means that they are subject to a whole chain of other disadvantages. It also suggests a rather substantial degree of association between education and income.

Ornstein puts it this way: "Actually, it's a vicious, stubborn cycle. The fact that they are financially disadvantaged causes other disadvantages and the fact that they have so many other disadvantages gives rise to and increases their financial deprivation. Generally understood is the fact that the majority of these people are white, although the non-white minority suffer the most intense and concentrated number of disadvantages. In a spectrum of grim blight they stretch across the country from north to south and coast to coast hidden in rural wastelands and submerged in urban squalor. Although the magnitude and number of their disadvantages vary with the level of their income, many live on the fringe in a bleak no-man's-land, human exiles from the rest of America."

Being under-privileged and having a limited education is not really new to Americans, in fact, it is something of an honored tradition in our history. We sometimes take great pleasure in reminding ourselves that some of our most famous leaders came up the "hard way" out of poverty and deprivation not being able to read or write. Additionally, we fail to remind ourselves that there are two types of poverty: one we may call clean poverty and the other we call dirty poverty. It is not difficult to find in urban and rural America people who are living in clean poverty. These are people who can carry their heads high and are generally honored citizens in their community. They are the people whose clothing shows of repeated scrubbing, who rake their yards, and keep their kids in school through the eighth grade. Too often, however, we think only of poverty as being dirty. Dirty poverty is more visible poverty and solicits ideas of slums and deprivation, inadequate housing, and children aging before their time. A great part of our war on poverty today, if it can still be called a war, has been directed to dirty poverty. The unsavory ghettos of New York's Harlem and Puerto Rican center and in the expanding Negro communities of Detroit and Chicago, a great deal of this dirty poverty can be found. In Detroit, near the Negro and Puerto Rican slums, we have a port of entry area through which a great number of poor whites move into the community from the South and establish their first residence. Without a doubt it has been this increasing migration from the rural areas into the great industrial cities that has brought to our attention the relationship of education to employment and income, the importance of school "larnin" so to speak, and its relation to the ability to manage onself in the community.

ADAPTATION

Actually, some of these people are making a jump of one hundred years in one generation. This move, or transition, involves not only a different, but difficult adaptation. It represents not only a shift from the simpler culture into a more complex one, but also into a society which is highly mechanized, anonymous, and alienated. When the majority of these individuals move into a large city, they are cut off from their families and other familiar contacts. There are a few sources from which they can receive congenial advice and support. The little reinforce-

ment these groups bring with them from their other culture is of pitiful help in a highly complex urban society. Unfortunately, as these people move into the cities, they become hemmed in by what sociologists call an "incapsulated environment." Imprisonment in this environment prevents them from having opportunities to learn about the broader culture in which they now find they must survive. The city surrounds them with slum life, which as Hilda Taba has said, provides a dangerous freedom born of anonymity, permitting license without teaching the limits of behavior and control.

SOCIAL DISTANCE

These are, then, some of the conditions which create the problems facing the administrator and teacher of adult basic education thus causing us to refer to the increasing social distance between the school and the culture, the homes and the neighborhood – for these are different people and these are different times. And, the greater this social distance, the greater is the difficulty in using the traditional means of the school to provide basic learning experiences. The likelihood is that you have found hostility toward school and a resistance to what it teaches.

EXPANDING THE ROLE OF THE SCHOOL

As educators this resistance to education and learning tends to prick our conscience, not only because this is our business, but because it is part of the great American dream that the top one hundred percent of our population be literate enough to function. What is happening is that as school attendance approaches one hundred percent representing a fulfillment of an ideal of providing education for all Americans, it also creates another phenomenon with which schools seemingly are not prepared to cope. As more youth and adults attend school, the school also draws increasingly from the bottom of the pile. The able, the adjusted, and the motivated who have been the upper thirty percent in ability have always been patrons of the schools. We have had no serious problems with this thirty percent, and now for the first time we are reaching a point in public education where we can see perhaps another forty percent or, combined, seventy percent of our population will have graduated from high school. These statistics, however, are hard to come by. I believe the latest figures show that only about half of our national population is presently graduating from high school on schedule. Therefore, as we expand and extend school attendance, we do so mainly by adding students from the poorer end of the socioeconomic spectrum. These include more of the emotionally and physically handicapped, the less willing and able, and the less motivated. Those persons who, in a sense, are less able to cope with the existing school culture and its expectations. The school population becomes more heterogeneous in every conceivable respect.

THE TREND

Meanwhile, quantitatively we are not doing too well in licking the problem. According to Reesman in 1950, fourteen large cities had one culturally deprived child in ten. In 1960 there was one in three. The prediction is now that in 1970 there will be one in two. Therefore, fifty percent of the children in these cities will come from environments described as under-privileged and deprived. Moreover, at least in the elementary schools anywhere from forty percent to seventy percent of the students will be from minority groups. In Detroit, we have not had to wait until 1970. Just recently in qualifying for funds under the Elementary-Secondary Act, one hundred seventy-eight of Detroit's three hundred city schools qualified for federal assistance. Last year the Detroit school census showed fifty-five percent of the youth in their public schools as being Negro.

RESISTANCE TO SCHOOL

These conditions also indicate the new parameters of the problem which confronts the public schools today. The task of providing adequate and equal educational opportunities not only for the few exceptions to the rule but for the masses of youth and adults who do not, or cannot, respond to curriculum and instruction is simply overwhelming. This means that a large portion of our future citizens will grow up not only poorly equipped academically, but the effectiveness of the school as a socializing agent will also be diminished. I think it is safe to say that the social distance between the school culture and the home culture results in the inability to use the means of learning that the school provides, generates hostility toward the school and resistance to what it teaches.

What we are saying is not really new; some fifteen years ago Allison Davis made a dramatic impact on the audience at the White House Conference on Education by declaring that perhaps forty percent of the children go through school untouched by it except for acquiring only a meager literacy. This means, as characters, persons, and possessors of academic competency they might just as well have not been in school. Although this is a seminar on adult basic education, and you may be wondering why I am including these remarks about children, children have a peculiarity about them – they become adults much sooner that we realize.

Finally, as we conclude our remarks on what is the situation, let's discuss the adults as we see them attend our special facilities, our adult day school, and evening school programs. A number of adults who come from such conditions as I have just described, and you have found, show some rather phenomenal success. However, this is not true of the majority. The majority generally show poor performance, significant numbers drop out mainly through reading and learning disability, and certainly innumerable life adjustment problems. Patricia Sexton, who wrote *Education and Income*, took a rather critical look at Detroit by presenting tables of correlation between income and education to show that the low income groups demonstrate a consistently lower performance on practically every index; lower I.Q., achievement, grades, poor health, and were beset with deficiencies in reading and language. These last two, as you immediately recognize, are the two chief tools upon which success in school depends. This is, then, briefly something of the situation with which we are faced.

SOCIAL AND PSYCHOLOGICAL CHARACTERISTICS

Let's go on now to our second point and discuss what are some of the social and psychologi-

cal characteristics of the underprivileged. And perhaps these terms should be neatly categorized under two headings. For our purposes today, however, it is more meaningful if we talk about them jointly, grouped under three headings:

1. Mobility characteristics
2. Experiential characteristics
3. Peer guarantorship

MOBILITY

Let's start with *mobility*. Here is a common characteristic of both youth and adults living in poor neighborhoods – like the old song, they just "don't get around very much." For example, I have talked with mature adults who have never been out of the city limits except on rare occasions or have been living in the same "port of entry" since migration into the inner city. Some of these folks, for example, live within the glow of Detroit's downtown buildings, but never walked these streets to window shop or even ride on an elevator. The parent of the child we had in the school serving the slums lived for thirteen years only a brisk ten minute walk from the Detroit River but had never seen this body of water. Unfortunately, many of these people walk daily over the foot bridges crossing our expressways but have never ridden on an expressway or have no idea about the connections they make. Lack of mobility diminishes curiosity and limits their perspective of the broader community. And most tragic of all, their total world becomes a slum or a rural hamlet – this is all they seem to relate to.

EXPERIENTIAL CHARACTERISTICS

To move now to *experiential* characteristics. Perhaps what we are talking about here are mainly the kinds of growth that take place through the experiences we gain in our contacts with the world of work. Steady employment or a variety of employment opportunities, particularly employment which permits growth, is not always available to the under-privileged. In many instances jobs are of short duration and there is little rapport ever developed between the employer and the employee. Consequently, many times the under-privileged person will not learn to develop awareness for what the employer wants of the employee or, in turn, what the employee may expect of the employer. Steady employment usually leads to developing skills of a mechanical nature. Additionally, steady employment does develop skills of a personal nature. For example, people who are consistently employed and work together as a team or group begin to learn, recognize and use cues (not pool cues). These cues sometimes allow us to deliberately avoid a boss or another employee if we read them as not being appropriate for us to approach them at that time. Incidentally, some of us have learned this about our wives and children. In doing so, we can avoid some of the unpleasantries that sometimes arise in human communications. Moreover, the under-privileged fall into jobs of shorter duration or requiring little sensitivity and as such they are not given an opportunity to learn and develop these cues, and thus cannot use them to help their own advancement.

OCCUPATIONS OUTLOOK

I've also noticed when talking with the unemployed or the under-employed adult that most have a very limited concept of what they are able to do. They do not realize the jobs and tasks they can do. More often than not they select occupations that require little skill or no training but are, however, quite familiar to them. Not too many years ago we made a study in Detroit at one of the housing projects just to analyze the types of jobs people were doing who were living in the housing projects. The conclusions of our study led us to find that public housing in itself, because of its rental restrictions on age and earnings, selects people with a very narrow range of occupational skills and competency. Consequently, we drew from this study that children living in public housing projects go into adult life having been exposed to adults who have been engaged in a very limited number of semi-skilled or unskilled occupations thus erroneously reinforcing their concept of the world of work and their own job prospects.

As I mentioned before, there seems to be an anonymity that prevails for most people living in poor neighborhoods who are also working on unskilled jobs in situations where there is little warmth and concern. Slum neighborhoods are truly a place where you can become lost and unknown. You can move among people and remain faceless. Both children and adults can do most of whatever they please without attracting attention or being admonished or complimented. Perhaps our recent riots are an example of this. Therefore, by avoiding communication, these people fail to gain experiences that are finally the result of people interacting in a positive way. Certainly, there are many other social and psychological characteristics of a sound nature that fail to develop as a result of people not acting together in a congenial way – but let's move on now to what I would call "peer guarantorship."

PEER GUARANTORSHIP

Peer guarantorship is that enterprising quality found in humans relating to each other which allows children to mature and adults to become more mature. For example, if a child has a mother and a father to depend upon, he begins to develop an attitude which provides him the assurance that other adults can also be depended upon. This is the guarantee he has that if he acts in a certain way he can anticipate how he will be acted toward in return. You might say then, both develop a sizable concern quotient for each other. We will touch upon this tomorrow when we discuss retention and recruitment. Adults are concerned with their children and the children in return are healthfully concerned with adults. The adults, too, continue to mature as they interact with other adults in adult ways. When people learn to depend on, or can be depended upon, both are allowed to develop and grow. As I mentioned before, there exists in poorer neighborhoods an anonymity that causes a breakdown in adult and youth communications. As a result, youth does not learn to depend on other youth or adults, and adults do not learn to depend on their children or other adults. Consequently, there is a kind of drifting, shifting, suspicion that exists in the neighborhood and within the basic family unit.

ALIENATION

It is rather common knowledge for example, that in a poorer home the family unit is often

disrupted as a result of having an absent parent or that the family is not well enough organized in something as simple as sitting down together and eating a meal at the same time. When stress situations develop in these families, they are not prone to stay together and often times will go their own ways when an argument occurs. Father will leave and not return for the night; older children may go and stay with a friend or in some cases it is not known where they stay; younger children may go and stay with a sympathetic neighbor or frequently by themselves. We have, then, this general feeling that people do not need to depend on each other. They do not need the guarantee of the presence of the father and the mother or the siblings. Therefore, life becomes an experience of living alone without adult friends, guaranteed only that these "friends" will not advise them correctly or help them to bear their burdens. Living without having the benefit of someone else's reflection of our problems often causes the making of a wrong choice. At times we do become perplexed by the rather foolish things that we see these adults do; but when we examine why they do them, we often come to the conclusion that errors have been made because they have not had the benefit of friendly counseling, the kind of counseling that might come from a friend, parent, or mate.

In summarizing the social and psychological characteristics, we have talked about the *mobility* characteristics of the underprivileged, the *experiential* characteristics, and the *peer guarantorship*. We have described some of the social deprivation and how some of these people are unable to participate in the life of the larger society, and as a consequence, they feel unwanted and rejected and often return more deeply into their subcultures. Discussing environmental deprivations, we said the disadvantaged are hidden along the countryside in wooden shanties, over the hills and out of sight from the major turnpikes. They live submerged in the garbage strewed ghettos of our large cities, both in rural and urban slums, where whole families are boxed into one and two rooms and pay high rent to a landlord they never see. Sometimes there is no running water, no bath, no inside toilet, no heat; a refrigerator or an ice box is a luxury indeed! The lack of mobility on the part of the adult intensifies the activity within the home. Living space is cramped and overcrowded denying any form of privacy and sensitizing children too soon to adult communal behavior. Additionally, we have indicated that many city slums have been ripped down and replaced by low cost housing projects. In many cases, however, this practice has made the environment worse, concentrating it most exclusively with the most crippled and deviate segment of our population. By screening the applicants who live in public housing to eliminate those with even modest wages, the "housing project" becomes a receptacle for the poorest and most deprived elements of our society. The whole community is a reservoir for what Conant characterizes as "social dynamite." There are hundreds of rural and urban communities like this across the country. We mentioned too, there is considerable experience deviation among the under-privileged. For the greater part, the disadvantaged are handicapped by a lack of information and awareness of any part of the world except their own limited one. One researcher found that sixty-five percent of the slum children had never been more than twenty-five blocks away from their homes. These homes were found to have not had anything more for reading material than some magazines and comic books. Many of these children had never been to movies, eaten in a restaurant, or ridden on a bus except to school. Some had never had a birthday cake or party. Their parents come to our classrooms not knowing how to write their names or print their addresses.

Finally, we discussed *peer guarantorship*. Most under-privileged families have many problems: divorce, desertion, unemployment, chronic sickness, mental illness, delinquency, and alcoholism. Often these adults regard as normal and natural such things as poverty, dependence on relief agencies, and free sex relations, illegitimate children and physical combat. Not surprisingly, then, the next generation of adults presently being raised in these homes will also accept these conditions.

WHAT ARE SOME OF THE EDUCATIONAL PROBLEMS?

Shall we move on to our third major point, "What are some of the educational problems?" It is important that we mention now self-deprivation when discussing the under-privileged. Many of these people have injured personalities, many lack a sense of self-esteem, self-importance, and many have low and unrealistic aspirational levels. This, however, we will talk about a little later as it has much to do with recruiting and retention.

HEALTH DEPRIVATION

No report on the basic education of the under-privileged adult would be complete without mentioning hygienic deprivation. Ornstein, who has done a great deal of work with these people in New York City, reminds us here there is a high rate of illness and malnutrition among disadvantaged individuals. Many are ignorant of good basic health practices and are unable to pay for or pursue medical care. Their standards of sanitation and cleanliness are not typical with respect to the dominant society. Medical and dental checks will show populations of people who have never brushed their teeth or bathed regularly. A large number of these people are also improperly and irregularly fed. They go to bed hungry and get up hungry only to go to school hungry. They do not know what it means to go for one full day with a contented stomach. Many of the adults who attended the Skills Center in Detroit reported to us that the only hot meal they get is the one at school. In another one of our special projects, this one serving slum area children, we found youth who were complete dental cripples. Some, on the other hand, had no record of immunization. A large number were suffering from malnutrition of one form or another, gum and tongue conditions, rickets, acne, and much too frequently, venereal disease. Both parents and children come to school with shirts and blouses torn, buttons missing, and zippers that do not work. In the rain they do not come to school because there are holes in their shoes. On very cold days our attendance was often the best. Often enough we found that at-

tendance was affected by not enough proper medical care, not enough proper food, and not enough proper clothing.

RACIAL DEPRIVATION

As if it is not enough that these other deprivations exist, there is racial and social class deprivation from which both white and non-white suffer. Besides being faced with an intricate number of disadvantages, both white and non-white minorities suffer as a result of racial and social discrimination and prejudice. This in turn intensifies their disadvantage and "institutionalizes" their financial deprivation. In most instances, these groups must accept a lower or inferior position proposed by the dominant society. I will not enlarge upon these social problems as they relate to adult basic education because I am quite sure it is clearly understood by those in this audience.

EDUCATIONAL PROBLEMS

To continue now to our third major point, "What are some of the educational problems that are more psychological than social?" It is appropriate at this time to restate again what was said before: these conditions (social and psychological) dictate the new proportions of the problem which confronts the adult basic educator today. This is, mainly, the task of providing adequate and equal educational opportunities not only for the few exceptions from the rule but for the masses of their students who do not or cannot respond to its curriculum and instruction. Without these opportunities it means that a large portion of our future citizens will grow up not only poorly equipped academically, but that the effectiveness of the school as a socializing agent will also remain diminished as we work with the next generation. It is one thing to recognize the difficulties, it is another matter to build a theoretical understanding of the causes of these difficulties and the psychological dynamics which underlie these causes and then translate them into curriculum.

A sound theoretical framework for educational programs must be based on the understanding of the current culture of the groups that feel the critical impact of cultural deprivation. The relationship between cultural background and school learning is not simple and not too well understood. We know, for example, the homes of these adults have a limited educational tradition and, hence, also understand little about the school and its expectations. Generally, the adults are uneducated and have a meager understanding of the requirements for success in school. They are not able to help themselves or their children with academic content. They lack skills in conducting or in kindling aspiration for continued education. Also, these adults have low ambition for careers requiring much education or training. They fail to communicate for lack of models or because they are in the dark about the operational steps or means necessary in preparing for jobs. They fail to take advantage of the available learning opportunity. Negro young adults, for example, tend to have no models of a successful male to which they relate. Consequently, they have no psychological framework which suggests that with effort there is at least the possibility of achievement.

Another educational problem has to do with the lack of readiness of the learner to accept the task in school. Most of the under-privileged are able to master the very basic skills but develop as educationally retarded as far as learning to read and mastering the content of school subjects are concerned. This is not only true of the adult illiterate, but is also true unfortunately of some of our current high school graduates. It was brought to mind not long ago when I was visiting a skill center – I observed a man standing in line at a tool crib. He was holding up others who wanted to check out tools, and I came to find out that he was laboring over copying his name. He had a piece of paper with his name written on it and was having to copy very painfully each letter of his name on a check-out slip. Thus, we see he was highly motivated to attend school, but so (at least he was willing to suffer the indignity of not being able to write his name) educationally retarded that he had not yet been able to master the content of the school subjects such as writing one's own name. This can be a very traumatic experience for an adult. I think we have in this man an example of the process some refer to as acculturation.

Acculturation is one of the still more difficult processes for the under-privileged group. For, in their case, the problems of isolation, language, conduct, and the difficulties with academic content converge on them simultaneously and cause shock. Some researchers have described cases resulting in a total incapacity to respond to this process. An example, in the case of the man writing his name, the consequences of acculturation shock could stop him from responding altogether – in his case particularly because to function is to fail. The safest thing could be not to respond at all. As a part of our in-service training for teachers of adult basic education, we must bring teachers to recognize this problem and not to demand a too abrupt transition, to pay more attention to "warming" school life, and to make it less threatening. It is not absolutely important they surrender their way of life for another way of life. It is, however, important that they learn the world of work and the world of their community usually requires them to play different roles and it is important that they function satisfactorily in both. Like the Africans in Ruark's book *Something of Value* if you ask someone to give something up it must be replaced with something he sees as having equal value. These are, then, at least some of the educational problems.

The deficiences in the backgrounds of these people and the problems encountered in the school compound themselves in a vicious cycle. Basically, deprived people come to school with many problems. They have less developed capacity to differentiate and to conceptualize experience. Having less developed verbal skills than the school work generally requires results in lower performance on ability tests thus designating them as slow or low achievers. If reminded of this, it further reduces their already low self-esteem and self-expectation. At the same time they are required by the school to learn the most crucial skills in order to cope with what we have called acculturation. First year adult readers carry a double load. Just try to imagine mastering a new skill such as writing while handi-

capped with other problems of acculturation such as a lack of readiness to do so. Naturally, it is impossible for them to master either task adequately and this is the task of the school to help them.

WHAT IS THE TASK OF THE SCHOOLS?

Let's go on to the last point, "What is the task of the schools?" Contemplation of my previous remarks by this time should lead you to consider re-defining the task of the schools. First and foremost is the task of developing a better understanding of the implications of the social and psychological dynamics of cultural deprivation and the translation of this understanding into educational programs, i.e., the training of teachers and administrators and the planning of curriculum and instruction. Another important requirement is to recognize the complexity and seriousness of the problem. One is distressed to observe repeated efforts to cure such ills by crash programs depending on some simple, single device such as remedial reading, counseling, and visits around the community. There is a principle governing the program building for these adults I would pass on to you – there is no single device that will suffice for the complexity of factors that have produced the problem. The problem is much too cancerous. However, several such programs if carefully planned to work in unison can make a real difference. Additionally, educators need to recognize that the adult's lack of success in the school suggests a two-fold cause, namely, the factors residing in the cultural backgrounds of the adults and the factors residing in the school programs. Gradually and unnecessarily we have become too preoccupied with the former and over-emphasize the cultural while overlooking the second, the school program. Somehow, the fact has escaped our attention that the basic features of our curriculum and instructional methods were formulated when only the most able and willing constituted the school population. Therefore, the programs tend to stress remedial measures ahead of the possibility of revising the fundamental approach to curriculum and teaching dynamics and the cognitive styles of adults is necessary for building effective programs. Irrespective of whether or not we regard our objectives as enabling these adults to adopt a semblance of middle class ways, sufficient knowledge of their cognitive styles is needed to provide optimum opportunities for learning. An understanding of their emotional dynamics is indispensable for treating these adults as individuals and as human beings with positive qualities. This understanding is also essential in finding proper ways for eliminating the blocks to learning. These are the tasks that should have priority over the remedial programs that attempt to correct disabilities. To find their hidden potential requires a more radical change in the program. Both the materials and the methods of teaching need to be brought into line with the psychological realities of these adults. At least in the primary grade levels, the content of curriculum needs to be in tune with the out-of-school experience or else derived from meaningful experiences provided by the school. For example, reading material in the form of stories written about some gripping, exciting experiences are not without possibility. I would refer to Myron Woolman's Progressive Choice Reading Method as an example. Additionally, a considerable shift may be needed in our use of motivational devices. Research on motivational patterns suggests the futility of emphasis on external rewards, but rather the need for stressing and kindling the curiosity. Furthermore, the need for experiencing power over the materials and other intrinsic motivating devices is essential.

Let's ask again, "What is the task of the school?" It all adds up to a concept of education as a *countervailing*, not a remedial, agent. In today's school climate with emphasis on excellence and no-nonsense disciplined learning, the idea of school being a countervailing force may not be too popular. Yet, for culturally deprived adults, the school must be supplementary and counteract their everyday social learnings yet not be offending to them. That is if they are to use this opportunity to learn. The school must do its part to fill in the gaps left by everyday social learning at home and mend the conflict that often exists between the culture of the home, the school, and the community.

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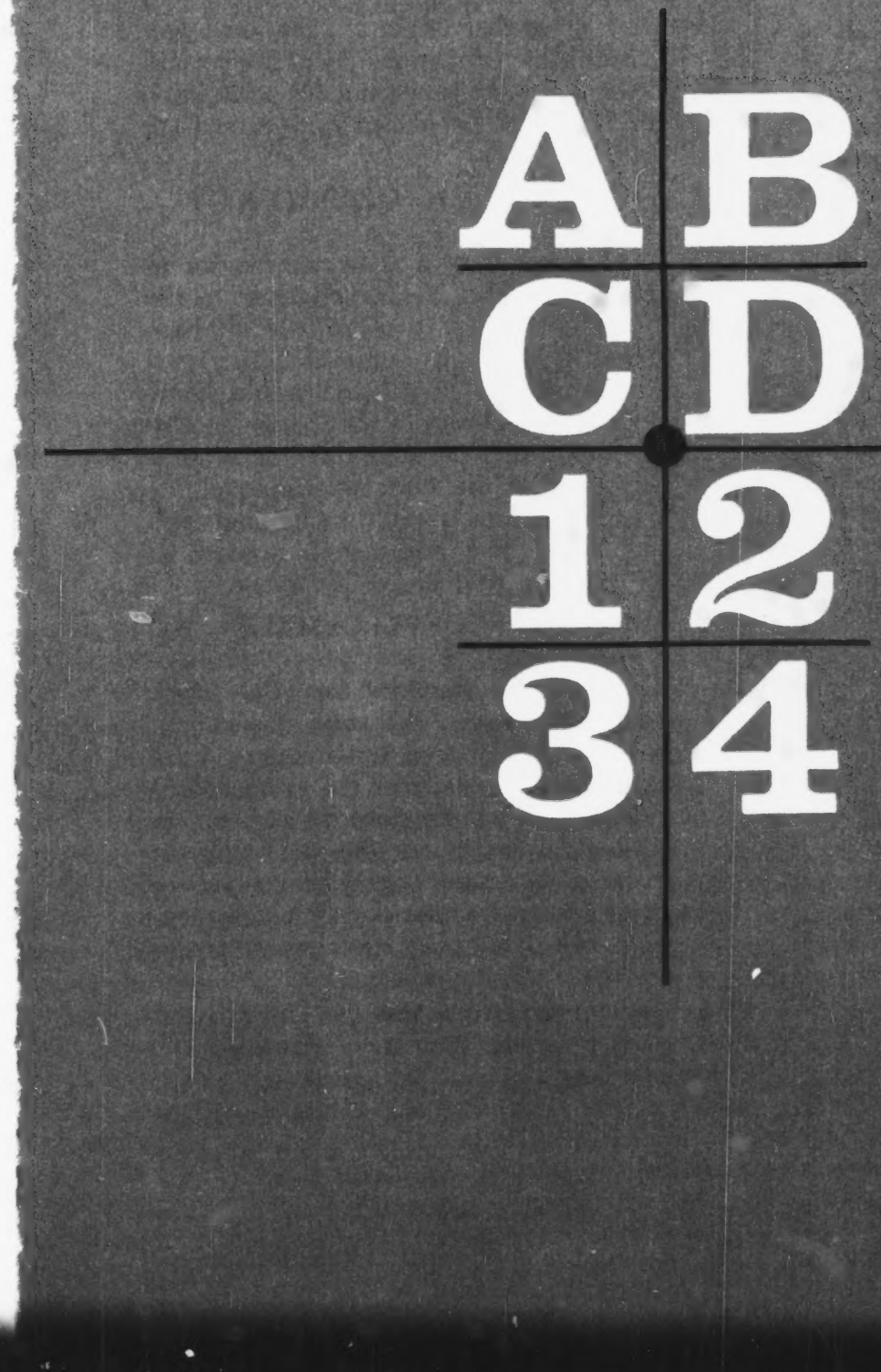

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Administration and Management of Adult Basic Education Programs

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A. THE ROLE OF THE ADMINISTRATOR

The administration of adult basic education should provide the leadership for the total program. The administrator should understand the place of the adult basic education as a part of an overall balanced educational program. It would be necessary for the administrator to coordinate the program and to provide overall administrative supervision and make recommendations to his immediate supervisor. The title of the immediate supervisor will vary from situation to situation. The administrator of the adult basic education program should never take it for granted that his supervisor knows about the adult basic education program or is completely sold on this program. The administrator should always keep the adult basic education program before his supervisor and involve him in the program to the extent that he knows all that is happening in adult basic education programs. Many administrators have found out too late that their own superior is not informed about procedures and policy for their programs. These will be developed within the framework of the state plan. Budget procedures and forms will also be a major concern.

As the administrator encounters new ideas, they should be passed on to those implementing the program. A main concern of the administrator will be that of providing policies and procedures for their program. These will be developed within the framework of the state plan. Much of the policy concerning budget will be given in the state plan or state guidelines and will automatically determine procedures. Many other policies are also stated in these guidelines, such as personnel, personnel qualifications, instruction, instructional salaries, supervision, maintenance and repair of instruction, equipment and supplies, teaching aids, traveling expenses, administrative overhead expenses (such as salaries of clerical and custodial personnel), communications, utilities, office equipment, printed and published materials, and rental of space.

The administrator should first of all find or request a copy of the state plan and any guidelines sent out from the state office. These should be read and understood before the local program begins. This would be the first step before trying to plan the local program. The different size communities will require different types of administration structures. In a small community, the teacher might also be responsible for handling administrative details required for operation of one or two classes. Where there are two or three classes located in several different places, part-time people might be responsible for the administration of the program. This might be within a small community, several small communities, or in a county. These people would administer the program, possibly on a part-time basis, and would travel the area to provide help for the teachers. In larger metropolitan areas, there might be an administrator on hand in one location where 20 or 30 classes might be in operation, or this person might travel the metropolitan area supervising several centers. In most cases, an administrator would be assigned for so many classes of adult basic education, whether it be in a small community, several communities, a county, or large metropolitan area. Again, the funds available according to the state plan would help determine how much administrative help would be possible.

The administrator will be concerned with the criteria, terms and conditions that have been specified within each state plan. The state plan will also specify whether the state will operate with a so-called regular program or one of pilot project. These will be clarified in each state plan. Arrangements should be made for in-service training for those administering, supervising or directing adult basic education programs. The administrative staff should arrange for in-service workshops among themselves – county, regional and statewide – for upgrading and improving the quality of programs and services they render as those responsible for programs.

B. PERTINENT AND SIGNIFICANT LEGISLATION

This section will provide information as to where an administrator might go to respond to Federal legislation that might aid the local program of adult basic education. There are several Federal acts that make provisions for adult basic education. More will be placed in Section G of this chapter.

1. THE ECONOMIC OPPORTUNITY ACT
   Most states have a state coordinator in the Governor's office or attached to the Governor's office to coordinate all Economic Opportunity activities. This person would be helpful and would know about other phases of the Economic Opportunity Act. The state director of adult education or the state superintendent of public instruction would be familiar with and could give information needed on Title II-B, Adult Basic Education.
2. MANPOWER DEVELOPMENT AND TRAINING ACT
   This act also provides for adult basic education. Again, the state department of education or state department of public instruction would be the proper place to inquire, and the state director of vocational education or the state director of adult education would be the proper person to see. These people would contact the local or state employment service.
3. THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
   The state superintendent of public instruction would be the person to contact as to who might provide more information about this act.
4. HIGHER EDUCATION ACT OF 1965
   Again, the state superintendent of public

instruction could provide the information needed for this new act.

5. CULTURAL ACTIVITIES ACT OF 1965
   The state superintendent of public instruction could give the necessary information as to who to contact for services under the humanities act.
6. ADULT EDUCATION ACT OF 1966
   This program is now the adult basic education program. It used to be the Title II-B program.

C. USE OF SUPPORTING AGENCIES

One of the first contacts of the state or local educators or administrators should be the community action programs under Title II. If properly approached and sold, the local community action programs will provide the most help for our adult basic education program. These community action groups already include most of the local agencies or groups. It will be difficult for the community action program to show progress in many of the areas in which they are involved under the Economic Opportunity Act. It will be difficult to show progress in housing, recreation, and welfare. But it will be very easy to show progress in recruiting adult basic education students for classes. With an organized and coordinated effort, the community action program can show that they have actually recruited so many adults for classes in adult basic education.

The community action program, or CPA, has to provide statistics to show that they have accomplished something; and, as expressed before, the easiest way is to show the number of adults recruited for classes. The community action program may include in their request for Federal funds a person to be responsible for the recruitment of adult basic education students. This person would serve as a coordinator of voluntary resources until such voluntary help expires. Then this person would be responsible for recruiting door-to-door as a paid recruiter. If this person were an indigenous recruiter to begin with, recruitment would be made much easier. This person would be accepted in the community and would know the power structure.

If there is no community action program available, it will be necessary to contact individual agencies to request support for local programs. Most help will probably be provided through the ministerial association, but help would be found from the following sources: welfare departments, driver's license testing, highway patrol, public health, churches, libraries, civic groups, chambers of commerce, agricultural extension, home agents, industries and business, mass media, insurance people, credit unions, banks, and selective service.

D. ORGANIZATION

Before activating and implementing an adult education program, it will be necessary that the administrator understand the state plan for adult basic education as mentioned in the administration section. The state plan may or may not be reproduced as a policy and/or procedures issued from your state department of education, but it will give direction to the administrators for the organization of programs of instruction which will include guidelines for the time, intensity and duration of the program. Even though this information will be available as guidelines, they will be treated in this section.

The adult basic education program as outlined in this guideline is intended for use primarily in Economic Opportunity programs, but it might be used in any program where adult basic education is concerned. Under either circumstance, there might be short-term intensive programs or long-term less intensive programs. The program of instruction should be flexible enough so that classes could meet a minimum of two hours per week up to including thirty hours per week in order to meet the needs of adults whom we are attempting to serve. It will be necessary that the instructional program be flexible enough to provide for these needs.

The program is designed to serve all adults. It is designed to serve those between grades one and three. It is suggested that the maximum class size be fifteen adults for the lower levels — one through three — with no set minimum size. It will be necessary to locate adult education classes in centers close to and convenient to the adult. First priority would be public school buildings, but if these are not available, the basic program should be provided in any suitable facility that is conducive to effective learning. This might include any public building, a community house, a settlement house, business or industry, church, or a private home. The overall theme of the adult basic education program should be to make the program available at any time and at any place convenient to adults in need of adult basic education.

E. PERSONNEL

1. IN-SERVICE TRAINING
   The in-service training program may be provided by resource people from the state department of education or from local personnel. Consultants from outside the state, regardless of the source of help, are also available. It is felt that it is desirable for teachers to have pre-service preparation before entering a classroom with adults. If the teacher does not understand the adult with whom he will be working prior to the contact with this person, the program is not likely to be successful. If the teacher understands the adult, then a major portion of the problem is resolved. After the necessary pre-service training, it is mandatory that we provide continuous in-service training for all teachers involved in the adult basic education program. This should be a scheduled program of in-service training, but yet flexible enough to provide extra help when needed. The necessary resource people should be available for this in-service training session.
2. RESOURCE PEOPLE
   The resource people may be found nationally, regionally or locally. As the program progresses, more resource people will be available locally. Resource people should be recognized professional people in their specific fields. Valuable sources of these people will be from our local programs — the local successful teachers and supervisors as they gain experience

with adult basic education programs. These newer programs will probably use more resource people from outside their own limits than the more established programs. Funds are available for resource people under most state plans of adult basic education.

3. SELECTION OF PERSONNEL
Each state has regulations relative to the qualifications and certification of adult basic education teachers as provided in each state plan, based upon the specific state laws in each state. The regulations may be general or specific, but in any event, they will determine the direction taken by each local community. In selecting teachers, the attempt should be made to employ those people who are genuinely interested in helping the undereducated adult. After some experience in working with adult basic education teachers, this procedure will become relatively easy. There are a variety of sources where teaching personnel may be located: direct applications, substitute teachers' lists, young teachers who have resigned to raise their families, housewives, business and industry, etc.

4. SUPERVISION
For a successful program of instruction, it is necessary to have the proper supervision in the program. The situation will dictate the type of supervision available. Supervision might be provided by part-time or full-time personnel. Where the size of the program warrants, an administrator-in-residence may be employed on a part-time basis to supervise from five to thirty classes of adult basic education. This person could be employed only part-time, serving an individual school, a city system, or a county system. It might be necessary to have several part-time supervisors to adequately serve the instructional program. Supervision would not be "snoopervision." Supervision would be helping teachers by getting the necessary instructional materials and other items and aids to them as they are needed. It would be providing the necessary services and help when needed. Master teachers, principals and counsellors are a resource group to be called upon for part-time supervisors. Within the structure, these part-time supervisors would be responsible to some professional person in adult basic education. It is felt that more can be accomplished with part-time supervision than a little full-time supervision.

5. INSTRUCTIONAL AIDES
Many state plans provide for instructional aides. This aide might be a lay person. It is desirable that this person be a member of the low socioeconomic group and preferably an indigenous person, who will be paid on a part-time basis and be available to help with routine duties that might be required of the teacher or even the supervisor. Successful graduates of the adult basic education program should be employed in the various programs as instructional aides. This, too, can serve as a motivating factor, and of course, those who successfully complete something are your best salesmen.

F. FUNDING

Each state plan provides an entire section on financing the adult basic education program under the Adult Education Act, P.L. 89-750. First reference should be made to the state plan. The following suggestions might prove helpful, in addition to state plan information.

1. LOCAL
Local tax monies, contributions or grants may be used in financing the program. Professional staff time provided in the local community may be used as necessary matching funds for Federal support under the Adult Education Act. The local matching money may be used rather than, or in lieu of, state funds.

2. STATE
State money may be used to match Title III funds from the state level, but not from the local level. It is necessary to maintain the present level of support at the state and local level before funds may be counted as available funds for matching Federal grants. At the state level, the prorated salaries of state employees or state staff may be used as matching contributions for Federal funds. The prorated service time of state officials would be all that could be used as matching funds. If a state employee is not paid with Federal funds, then any portion of his time may be assigned as matching time for Federal funds. Use of facilities for matching in kind is not permitted from state sources or local sources under Title III. If grants are accepted at the state level and used for matching purposes, the maintenance of effort clause has to be continued for years following from state funds after the initial grant.

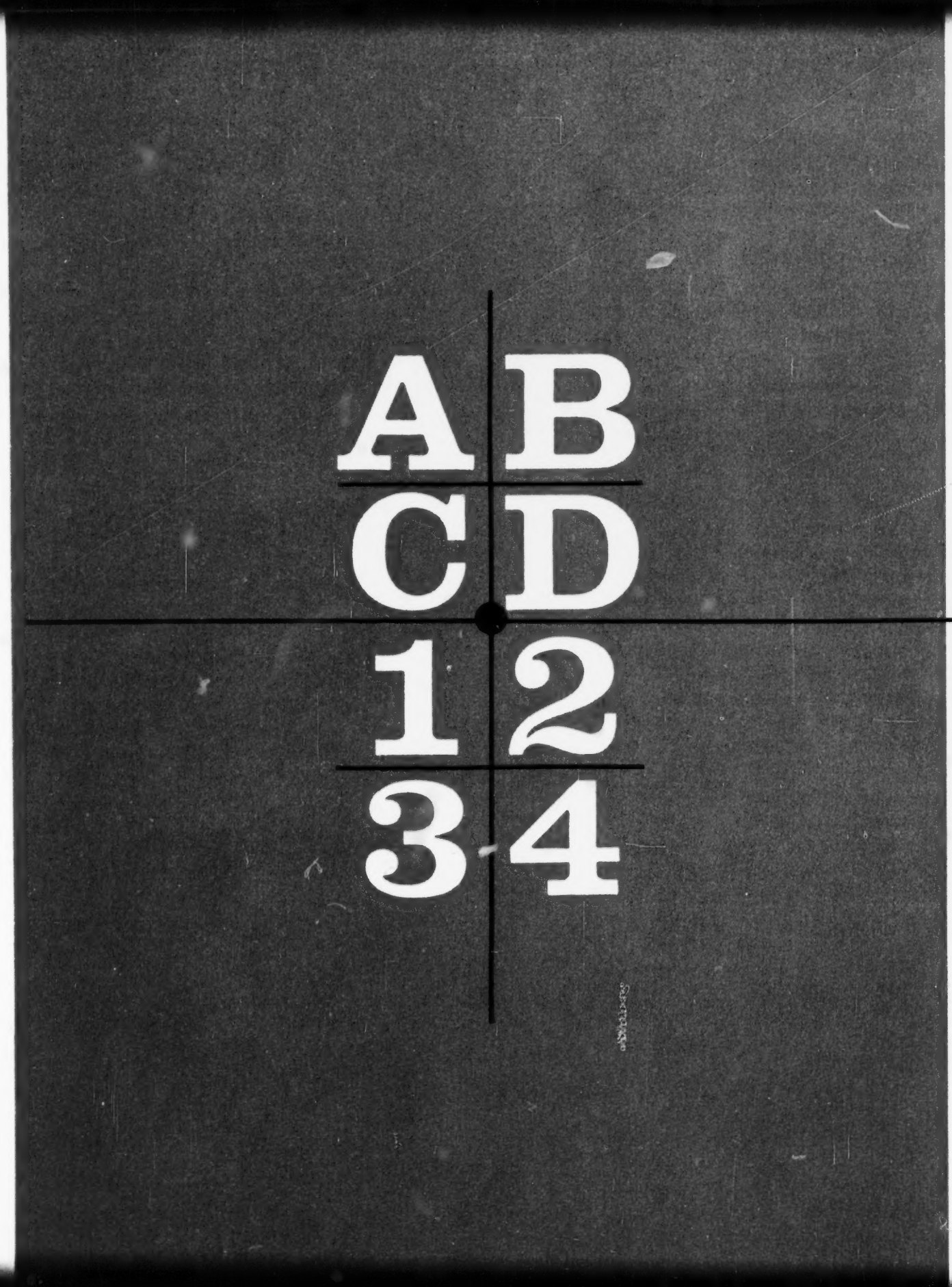
3. FEDERAL
The most obvious source of Federal funds for adult basic education is Title III of the Adult Education Act, P.L. 89-750. Title II-A, Economic Opportunity Act, may also provide funds through the community action programs, which may be used to support adult basic education classes if operated under the approved state plan for adult basic education. Title V of the Economic Opportunity Act is another resource for funds, whereby recipients of welfare are eligible for adult basic education classes if Title III funds are committed. Then funds are available under Title V for welfare recipients, or those being defined by the school system as in need of welfare services.

The MDTA Act of 1965 provides Federal funds for adult basic education. These funds are requested as a result of in-

corporating the adult basic education program or general education as a part of the total retraining or training project – not a separate project.

If funds are assigned on the project basis and range from one month to twenty-four months in duration, funds may be obtained through Title I and possibly Title III of the Elementary and Secondary Education Act of 1965, P.L. 89-10. Parents of deprived youngsters, as defined by the Act, are eligible for adult basic education programs under Title I and also Title III, which makes special provisions for adult centers of a cultural nature. They may also be defined to include academic programs in adult education for both Titles I and III.

Under Title V of this Act, the state staff of adult education could be strengthened, but funds under that title could not be used for instruction. The American Social Security Act of 1962, as amended, provides adult basic education funds, or could provide such funds, for ADC families (families without fathers); AD families (aid to the disabled); and TADC families (aid to the family with a father who is partially employed or unemployed). Funds and subsistence allowances are available through this revised act.



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Vistas of Inservice Training

Margaret E. Kielty

The subject for a presentation is usually chosen for a purpose. The title "Vistas of Inservice Training" was selected with the hopeful thought that we might think together about establishing vistas or avenues of approach that will lead to increased measures of initiative, encouragement, and enthusiasm in fulfilling professional responsibility and requirements for inservice training for teachers engaged in the challenging field of adult basic education.

In a current and an Academy Award winning production, "A Man for All Seasons," Thomas More addresses a young man, "Rich, be a teacher, be a good one." "Who will ever know?", the young man questioned. "God will know, your students will know, you will know. Not a bad public, you know!" A similar challenge may be sent forth to adult basic education administrators today. "Be an administrator but be a good administrator who recognizes and implements the many vistas or avenues of approach to meaningful inservice training for teachers." "Who will ever know," you may ask. "Your teachers will know, you will know, your adult students will know. Not a bad public, you know!"

Back in the 1920's C. K. Ogden, a fellow at Magdalene College, Cambridge, England, had the idea that the English language might become the international language of the world if the vocabulary of the language might be broken down into no more words than as Ogden said, "Might be printed on one side of a bit of notepaper." The system of Basic English was the outcome of his work. This system of Basic English is not a new language but it is a complete system of English in which there are only 850 words. In compiling his limited word list, Dr. Ogden, in deciding what nouns or "names of things" should be retained in a limited word list, used a system which he called "Panoptic Definition." The word "panoptic" is taken from the Greek and means "may be seen at a glance." In using this system of panoptic definition, Dr. Ogden placed a word in the center of a circle and then drew hundreds of rays extending out from the word which he called "definition routes." At the end of each ray, he placed words which had a definite relation to the word in the center and which could be defined through the use of the center word. Through this fantastic process of the mind of a genius, Dr. Ogden was able to eliminate thousands of words which he felt were not necessary words in designing a limited and usable word list.

To apply Dr. Ogden's system of panoptic definition in a hopefully meaningful way to vistas of inservice training, the words "inservice training" might be inscribed in the center of a similar circle. Eight different rays extending out from this center might well depict vistas or avenues of approach for the development of inservice training adventures. At the ends of these eight rays, the following words might be placed as signposts of these vistas of inservice training – PURPOSES, FORMAT, CHARACTERISTICS, PROGRAM PLANNING, PROGRAM CONTENT, RESOURCES, PRE-PLANNING, and EVALUATION.

WHAT IS INSERVICE TRAINING?

The term "Inservice Training" is usually applied to teacher groups brought together under the direction and leadership of an administrator or some other educational expert, in conjunction with the over-all supervision program. The October, 1966 issue of "Swap Shop," published by the National Association for Public School Adult Education, states so truly that teachers of adults, like their students, come in all shapes, sizes and varieties of previous educational experience. This vast range of talent, aptitudes and experience, which is generally found among teachers in public school adult education, presents a distinct challenge to the administrator. "Swap Shop" further states that inservice training essentially means providing growth experiences for the teacher while he is in the midst of his teaching experience and teaching assignment.

PURPOSES OF INSERVICE TRAINING

The overall purpose of inservice training is the improvement of professional skills and competencies of the teacher for the purpose of upgrading classroom instruction.

Specific outcomes of this training should include:

1. The development of a greater depth of understanding of the basic principles that underlie good classroom instruction and performance. For example, teachers of adult basic education might legitimately hope that through an inservice training experience, they might increase their knowledge and background of how adult students learn; and how they may quicken their perception of the application of this knowledge in various classroom situations.
2. The increased awareness of specific skills which might enhance the teaching techniques utilized for the teaching of reading, spelling, arithmetic, social studies, etc., in adult basic education classes.
3. A broader understanding of the characteristics, general background, and way of life of the students that the teacher will meet in the adult basic education classroom.
4. The production of creative teaching aids, guides and resource materials which will help to produce a more effective teacher in a more effective classroom situation. An opportunity for teachers to work together on a specific problem stimulates a pooling and cross-fertilization of ideas which lead to the development of productive classroom resources.

5. The building of staff morale and an *esprit de corps* through the cooperative endeavors of teachers, supervisors, and administrators as they sit down together and share thinking and suggestions about common problems, not only in teaching methods, but in the broad field of human relations in the classroom.

FORMATS FOR INSERVICE TRAINING

Inservice training involves a variety of activities. While the suggestions presented are not an exhaustive listing, it is hoped that administrators will try different formats to have inservice training stimulating, exciting and enjoyable as well as professionally enriching.

In selecting any format of inservice training, it is the responsibility of the administrator to always keep in mind that no group can be highly useful and no format can be profitable unless the purposes of the inservice activities are definitely related to the concerns and problems of the participants.

The Seminar is well described on the brochure of School Management Institute, and which, I quote, "Uses methods that are modern and planned best to meet the seminar subject. These include lectures, demonstrations, question and answer periods, group discussions, case studies, resource material plus techniques of audio-visual communication tailored to fit the situation. Seminars are designed to provide a maximum of interaction plus offering a high listening motivation."

The Workshop is a training meeting with a major emphasis placed on solving realistic problems through reading, discussion and work groups with the aid of a team of consultants. The teacher's workshop became popular in the middle thirties and has been a popular supervisory technique since that time. The workshop may be under the direction of a teacher, an administrator, or an educational expert. It is usually comprised of a group of teachers who concentrate on the development of curricular and resource materials which are of immediate value to the participants. Emphasis during the workshop is on doing and planning to do, rather than learning about. The activities of the workshop should also be planned to allow the individual member to be free to work on his own problems and to draw upon the group members for assistance.

Brainstorming develops creativity. Participants are asked to list all of the ideas that come to their minds spontaneously and as rapidly as possible. Each contribution is accepted and the participants are instructed not to judge or reject these ideas during the brainstorming session. As off the top of the head and tip of the tongue ideas are presented, the participants become conscious of the multitude of stimulating ideas that can be presented in a minimum amount of time.

The Conference gives the teacher an opportunity to question others and to discuss the ideas presented. A conference usually brings the group up-to-date on trends and problems in a specific field. Frequently, conferences are developed around a general theme but they may vary in form. The work-conference has special values as it places emphasis on individual participation in small-group activity. When each group has completed its work and has evaluated both the work and the procedures used, it reports to the entire conference so that all may benefit from the work of all groups.

The Institute as a format for inservice training can be traced back to more than a century ago to Henry Barnard and his endeavors to upgrade the educational performance of teachers in the state of Connecticut. Institutes today are usually short sessions, of one, two or three days, during which the time is devoted chiefly to listening to speakers who are engaged for the occasion. While lectures may be presented at Institutes, the current practice is to have the teachers separate into groups to hear the lecture of special interest to them. An opportunity is provided for the teachers to discuss as well as to listen to them.

Role-playing may also be added to the variety of formats. Role-playing is carried out by setting up a situation and choosing a cast. There is no written script for the participants to use. It is a spontaneous acting out of the situation or incident and offers an opportunity for the participants to bring out highly charged emotions and feelings without a threat to anyone's self respect or status.

Inservice training can be carried on in multitudinous ways. Equally important for the professional enrichment of teachers are staff meetings, committee groups for the study of actual school problems, curriculum planning groups, participation in the activities and membership of professional organizations, professional reading, teaching demonstrations, classroom visitations, formal study in college courses, buzz sessions, case studies and other interesting formats that administrators may be creative in designing for their teachers of adult basic education.

CHARACTERISTICS OF GOOD INSERVICE TRAINING

As the administrator chooses a format or uses a variety of formats, there are certain common elements to look for that are important to achieve optimum results from good inservice training experiences. Some of these elements (and it is not possible to list them all) that will stimulate thinking about the looked-for qualities of good inservice training planning are:

1. Teachers should have an active part in the planning and administration of the program.
2. The inservice education program should evolve out of the needs, interests, problems and goals of the local group, with all staff members enjoying the opportunity of determining the direction that the program will take.
3. The daily program should be kept sufficiently flexible so that adaptations in the schedule may be made as the work progresses or as needs and problems emerge.
4. Leadership in study groups should come from within the participating groups rather than from outside sources.
5. New teachers should be well oriented as to their places in the group.
6. Sufficient time should be allowed to permit group members to work on problems that are real to them.

7. Each member of the group should assume responsibility for his own professional development and growth.
8. The administration should be fair and openminded. Suggestions of teachers should carry weight and should be given careful and serious consideration.
9. Objectives for inservice training should be cooperatively determined.
10. Consultants should be carefully selected on their experience and qualifications to help the group members achieve their desired objectives.
11. Continuous evaluation of progress and of group procedures should be a built-in part of the entire inservice training program.
12. Provision should be made for adequate library facilities and for competent assistance in doing the reading and the research necessary for the study of problems under consideration.
13. Opportunity should be allowed for informal, social relationships during a coffee break or luncheon hour to provide for a cross-fertilization of ideas.
14. Provision should be made for the recreational activity of the participants.

Obviously, local situations will vary and it may be either impossible or impractical to incorporate all of these features into specific inservice training experiences. They are presented to stimulate thinking about the many characteristics that will make worth-while contributions to the total effectiveness of inservice training, and to encourage administrators to constantly seek out additional characteristics that point toward success.

PLANNING THE INSERVICE PROGRAM

The handbook, *"Public School Adult Education — A Guide for Administrators and Teachers,"* published by the National Association For Public School Adult Education, is an excellent source of suggestions for the administrator of Adult Basic Education in planning the program for the inservice training of adult basic education teachers. The following principles for building an inservice training program are taken from this manual.

The first principle to be followed is that of involving in the planning those who are to be affected by it. It does not matter that the administrator knows in advance what should go into the program; if the principle of participation in planning is not observed, the program may be predestined to failure.

The administrator cannot possibly know all the needs of all teachers. More than this, teachers sometimes do not like to be told what is good for them. This is true even though the teacher may acknowledge to himself that he would like some help in order that his classroom teaching might be more effective.

One way for the administrator to determine the instructional needs of the teaching staff is to refer to previous studies that have been made, if such results are available to him. The disadvantage of this method is that the teachers might frankly state that the needs are not their need but the needs of a different group.

Some administrators secure the participation of teachers in the identification of needs by developing a questionnaire. While this is better than no involvement at all, it has the disadvantage of restricting participation to the boundaries of thought imposed by the person who developed the questionnaire.

Another approach to involve teachers in planning is by means of a fact-finding committee. This committee might organize sub-committees in school centers where adult basic education classes are held, and these sub-committees may hold informal fact-finding meetings. While teachers are frequently hesitant about speaking out in open meetings about their concerns and problems, this committee may still gain rich and valuable suggestions if a positive approach is utilized and teachers are asked to identify the areas of subject matter in which they might get the greatest possible help from an inservice training program.

The manual also states that an effective inservice training program is not only going to require the time and willingness of teachers to participate in the activity but it is also going to require consultants and specialists in various fields of activity.

In planning the participation of teachers on the inservice training planning committee, the administrator should be mindful that some adult basic education teachers are more creative and imaginative in their methods of presentation than are others. Also some teachers will stand out as demonstrating greater skill in the involvement of students in planning and participating in work objectives. These teachers are "naturals" for the inservice training committee.

PLANNING INSERVICE TRAINING CONTENT

Teachers are interested in improving themselves and their profession through inservice training if this training is made practical, functional and creative. The vista of creativity is the avenue of questions, the avenue of inquiry. Along this avenue we might well read the signposts bearing such questions as: "How can I do things better?" "Why can't this be done?" "What is new in adult basic education?" "How can I develop a program of language arts?" This vista is the creative approach. It is inquisitive. The creative approach can be daring — not absurdly daring, but not restricted or frightened by rigid conformity either.

As we consider the vista "Planning Inservice Training Content" let us be imaginative and mentally travel to Central City to visit Mr. Adult Basic Education Administrator. Mr. A. B. E. has just received a directive from his superintendent to plan an Inservice Training Program of 3 days for the twenty teachers of Adult Basic Education in his city. At first this seems to be an insurmountable task. Where will he start? What will they talk about? Where might he obtain a broad list of suggestions for topics and discussions? How will he involve teacher participation in the planning? How will he plan the meetings to cover topics which might be suggested by the teachers? This little pamphlet "Inservice Training for Teachers of Adults," will guide Mr. A. B. E. in getting off to a start. It will outline for him, in complete detail a plan and an alter-

nate for the first meeting; it will furnish him with ideas for a suggested agenda for the Planning Committee; it will serve as a guide, not as a model for the development of a second and a third meeting; and it will give him a feeling of security to explore, adapt, and try out new ideas to get an Inservice Training Project into action. The booklet is published by the National Association for Public School Adult Education with headquarters at 1201 Sixteenth Street, N.W., Washington, D. C.

As Mr. A. B. E. turns to the inside backcover of the manual his professional security strengthens. He finds other publications which are valuable for inservice training content, whether it be an informal staff meeting or a seminar, or a workshop, or an opportunity for teachers of Adult Basic Education to widen their avenues of approach to better teaching.

"Teaching Reading to Adults" is another publication listed. This booklet presents a fund of suggested topics for inservice training content. Such topics as: the Reading Inventory; Teaching Procedures at the Introductory, Elementary and Intermediate Stages, are of interest and concern to the adult basic education teacher.

"When You're Teaching Adults," "Counseling and Interviewing Adult Students," "How Adults Can Learn More Faster" and "A Treasury of Techniques for Teaching Adults" all provide excellent material and present stimulating challenges for the administrator to plan inservice training content that will be practical and functional, and will also stimulate creativeness.

Also available from NAPSAE is the manual "*Adult Basic Education: A Guide for Teachers and Teacher Trainers;* and "Techniques for Teachers of Adults" which is a four page monthly bulletin.

The possibilities for content planning in your inservice training projects are many and varied and from previous inservice training sessions, participants have suggested such topics as these among their needs and interests:

The Curriculum of Adult Basic Education Classes
Triggering Creativity in the Students
Psychology of Adult Learning
  a. Motivation
  b. Individual differences
  c. Blocks to learning
The First Class Meeting
Approaches to the teaching of reading
How to develop the teaching of Arithmetic
The place of Social Studies in the Adult Basic Education Program
Effective teaching with Programmed Instruction materials
Grouping the Adult Basic Education students
Creating a climate for learning
How to avoid drop-outs
Counseling and Testing Adult Basic Education Students
Use of audio-visual resources
A Philosophy for Adult Basic Education
Human relations in the Adult classroom
Characteristics of under-educated adults

RESOURCES FOR INSERVICE TRAINING

In the planning of Inservice Training, the local administrator should draw on every resource that will make an effective contribution to the professional growth of the participants.

The most valuable resources are human resources. Throughout the planning stage and throughout the program, consultants and specialists in certain areas should be brought in to enrich both planning and program. In the selection of resource people, persons within the local school system, community, business, industry, libraries, social agencies, government services, professional organizations, publishing companies should not be overlooked.

Material resources are also a source of stimulation that challenge creativity and enrich teaching techniques. Such aids include:

Chalkboard
Textbooks
Maps, globes and charts
Films
Recordings
Pictures
Displays
Printed Materials

PRE-PLANNING

While every inservice training venture must be kept flexible and adaptable to the participants' emerging needs, preplanning and organization are essential. Many of the requirements for a successful workshop experience must be anticipated far in advance. Many of these planning details are purely mechanical, yet they carry important implications for the success of the inservice training experience. Decisions must be made on such questions as these:

What is the best timing for the inservice program? (At what time of the year? At what hours of the day?)
What plans must be made for the serving of coffee and for the serving of luncheon?
Where is the most suitable location for the inservice program?
What details should be taken care of in relation to registration?
Will the public address system be needed and be available for the general sessions?
What outside consultants are needed?
What conference rooms will be available for small group sessions?
What preliminary conferences should be set up for the orientation discussion leaders?
What arrangements must be made for exhibits or displays of professional materials and teaching aids?
What courtesies should be extended to guests and consultants?
What custodial services are needed?
Is a registration fee to be charged?
What arrangements need to be made for clerical assistance?

All of these may seem like minor details, but if they are not provided for in the preplanning, confusion and waste of time will result.

EVALUATION

An excellent source for ideas on how to evaluate an inservice training experience may be found in the book *How to Develop Better Leaders* by Malcolm and Hilda Knowles. The authors state that evaluation questionnaires may be designed to get several kinds of information

from participants. (1) evidence about what is being learned; (2) evidence about the effectiveness of different methods and the trainees' feelings about them; and (3) suggestions for new goals and better methods. If the participants have a share in deciding what information the questionnaire will seek, it will prove more effective.

Rating scales ranging from inferior to superior may be used to identify the success of group and general sessions, as well as speakers and consultants' contributions.

Administrators and an evaluation planning committee should seek out other ways of rating the impact of the inservice training effectiveness.

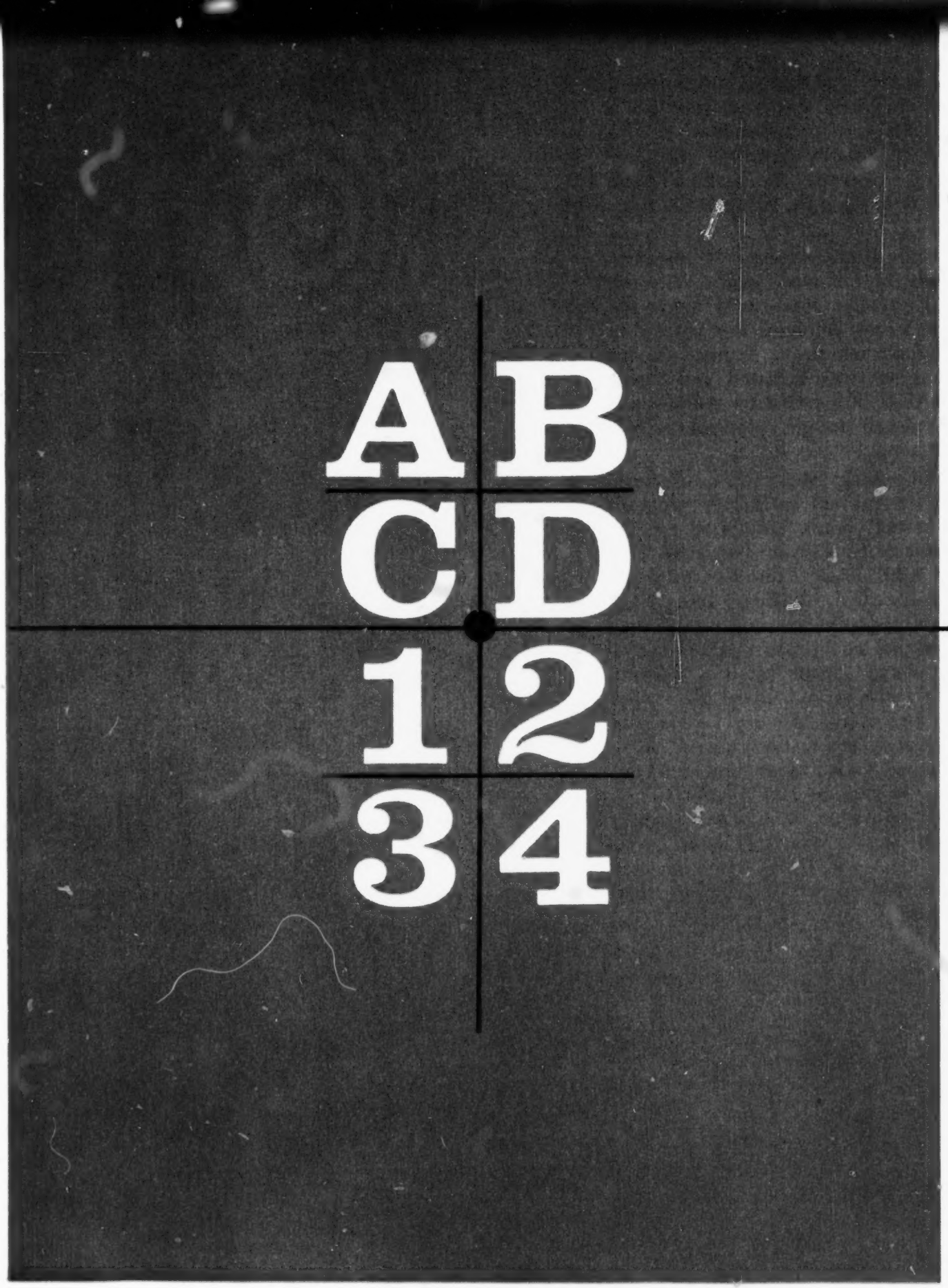
SUMMARY

In summary, what are the "Vistas of Inservice Training" that we have examined in detail? – PURPOSES, FORMAT, CHARACTERISTICS, PROGRAM PLANNING, PROGRAM CONTENT, RESOURCES, PRE-PLANNING and EVALUATION. And these avenues of approach lead on to other vistas, which, if analyzed in a creative manner can become a time for refreshing, for the sparking of new ideas, and for giving the Adult Basic Education program a forward thrust for both teachers and students.

Time is a major problem for teachers. We don't have enough of it. Our lives are becoming more crowded as we assume greater responsibilities. We need time to renew our concepts of who we are and where we are going. We need time to tune into the findings of research to find new ways to bring about professional development and to help adults learn. We need time for a profitable interchange of opinions and creative ideas. We need time to evaluate the efficiency of our methods of operating in relation to the vistas of inservice training for Adult Basic Education teachers.

There are no fixed patterns of inservice training that must be followed rigidly. With the passage of the Economic Opportunity Act in the summer of 1964 a new emphasis was placed on a field of adult basic education. A great teacher recruitment program was initiated and workshops in Adult Basic Education for Administrators were established in geographical centers throughout our nation.

With the increasing interest in adult basic education and the present legislative program for increased federal funds, continued recruitment and training of teachers are essential. This is the time for Adult Basic Education administrators to be keenly alive, significant and professional. We must upgrade our own professional background and aid teachers to upgrade theirs. The challenge is magnificent but it is colossal. We must serve teachers and share ideas with them. We must be forceful. We must be creative. We must increasingly widen the vistas of effective, continuous and varied opportunities for inservice training. In closing may I say "Go ye forward – may your vistas be complete, profitable and happy ones." "Who will know," you may again ask. "You will know. Your teachers will know. Your students will know. Not a bad public, you know!"



ROGER W. AXFORD

Director of Adult Education
Associate Professor of Education
Northern Illinois University
DeKalb, Illinois

Top Priority: Adult Basic Education

Roger W. Axford

If I were to follow the usual form and niceities of the occasion I would say it is a delightful pleasure to talk to you today. Form be damned! Preparing for our meeting together has been one of the most challenging, exhilarating, exasperating, and thought-provoking assignments of my professional career. At the same time it is because our gathering is frought with opportunity, potential significance, and challenge that I stand before you fellow teachers and administrators. But, I am aware and humbled by the hundreds of years of experience represented in this seminar. It is for this reason that I thank you deeply for this chance to think with you about a top priority in our nation, namely, adult basic education.

For the U.S. Office of Education, and through the National University Extension Association, we at Northern Illinois University have recently conducted a workshop for administrators of programs of adult basic education. The workshop included representatives sent to us by state directors from Region V, the region which includes Ohio, Michigan, Indiana, Wisconsin, and Illinois. We learned a great deal, and we hope the participants did too. The evaluations show that they did. Comments of our administrators show that we did. I want to take this occasion to thank you for sending us some excellent people. We worked them hard, but they seemed to enjoy it! This summer I became even more acutely aware of the high degree of devotion and commitment of the men and women working in literacy education, trying to keep our society from being torn apart – figuratively and literally. The awareness of the significance of our task was burned into our consciousness when two practitioners in A.B.E. who were to appear on our program could not. They were detained in Milwaukee because of the curfew imposed due to snipers and racial disturbances in that city. As an alternate program, we showed colored slides of the Detroit riots, dramatic pictures taken at the risk of human life. I feel each administrator came away from that presentation by Dr. Harvey Hershey more keenly aware of the important role he is now to play in helping adults achieve some of the skills which may avert such disasters in the future. It *may*, I emphasize, for the time is short, problems call for urgent solutions, and the stakes are high. We are privileged to play a small part in the possible solution to urban and rural problems. This is why I call adult basic education a TOP PRIORITY on our educational scene.

YOU HOLD THE KEYS TO THE KINGDOM – NOBLESSE OBLIGE

For many persons in our society, *you* may hold the keys to the kingdom of a meaningful and significant life. Who today can survive, say nothing of progress, without the tools of learning? Who can obtain a job, or keep it, without the basic skills for obtaining knowledge. In our society we have a tradition of recognition of the idea that "to whom much is given, much is expected," noblesse oblige, "nobility obligates" is the way Webster puts it. And we, you and I, are of the nobility of the "formally educated." The term is used "to denote the obligation of honorable and generous behavior associated with high rank or birth." Many of us come fom humble birth, but we are now associated with the high calling of education, specifically public school education.

VISION IS NEEDED BEYOND THE SCHOOL WALLS

I need not remind you that an administrator of a program of adult basic education lives close to the seamy side of life; the grimy, real side of existence. One especially effective administrator tells of the inter-relation of housing and adult basic education. Alice Schlenker, Co-director for Bloomington-Normal Adult Education Program, said in our workshop, "Very conveniently in the midst of riot stories ranging from Detroit, Michigan to Wichita, Kansas, the city council of Bloomington, Illinois on July 25, 1967, passed a stringent Open Housing Ordinance. What does this have to do with the Bloomington-Normal Public Schools Basic Education Program? It means much. Granted that the ordinance will not see overnight results. Eventually it will mean mitigation of the ghetto conditions that beget the dropout and the culturally deprived. It will mean decent living conditions for Negro teachers. It will mean more equal ethnic distribution in our public schools. Housing is one example of community problems that affect the 1,500 semi-literate adults living in McLean County – basic education's potential clients."[1]

We must continually remind ourselves that the A.B.E. program represents but one of several community agencies affecting the lives of the underprivileged. In a national conference on poverty in America, Gunnar Myrdal points up the complexity of the problem. "There is no simple cure. Many things have to be done simultaneously, in a coordinated way, in the field of education, and in such programs as slum clearance and low cost housing."[2]

By joining in a community-wide effort, the adult education director can help accomplish a great deal. Explicitly, the agencies with whom the A.B.E. directors can work on social problems are the Community Action Committee, Mental Health Clinics, the daily papers, the housing authority, the N.A.A.C.P. and Urban League, public aid, and churches. It is my contention that the adult education director must be an agent of social change. We must assist in efforts beyond the classroom walls, and have the vision to see where A.B.E. contributes to building a people undivided, for if we as a nation are divided and devisive we cannot remain free.

CURRENT ISSUES IN ADULT BASIC EDUCATION

We might legitimately ask in the modern vernacular, "What's bugging the A.B.E. administrator?" Topics which are of primary interest

[1] Alice Schlenker, "Community Involvement in an Age of Change" (paper read at Adult Basic Education Administrator's Workshop, Northern Illinois University, August 1, 1967).

[2] Gunnar Myrdal, "Poverty in America" (Proceedings of a National Conference held at the University of California, Berkeley, February, 1965), edited by Gordon, P. 437.

to administrators of Adult Basic Education as evidenced by our recent regional workshop include the following:

I. PERSONNEL
   - A. Pre-service training needs
   - B. Improving personnel relationships
   - C. Counseling

II. PROGRAM
   - A. Budgeting
   - B. Publicity and Promotion
   - C. Recruitment and retention
   - D. Individualizing programs
   - E. Racial implications in program planning
   - F. Curing sick programs

III. CURRICULUM
   - A. Curriculum guides
   - B. Curriculum revisions

IV. MISCELLANEOUS
   - A. Advisory Committees and public information matters
   - B. Rural needs

As you develop your workshops, I hope that these topics may be valuable as a guide for understanding the issues most troublesome to administrators and teachers and help him develop tools for becoming more professional. By that I mean more skilled and effective.

PROGRESS IN FEDERALLY SUPPORTED ADULT EDUCATION

As adult educators we can be encouraged by the progress that has been made in federally supported programs of adult education. The Adult Education Act of 1966 introduced in the 89th Congress was a splendid step forward. Placing basic adult education under the Office of Education instead of in the Office of Economic Opportunity is a good start. As Senator Vance Hartke from Indiana, a real friend of adult education, has pointed out, "Now it is time to push on to expand the opportunities for persons who dropped out of school *after* as well as before finishing the fifth grade level." (Congressional Record, Senate, June 23, 1967 S. 8740.)

BROADER OPPORTUNITIES NEEDED

Thanks to Title III of Public Law 89-750 of the Adult Education Act 1966 public funds are provided for citizens in most communities to return to school if they have dropped out of the elementary school. But the U.S. Office of Education's rules have prohibited use of these funds to help those hundred thousand adults who have "graduated" from programs of adult basic education. We need a broader opportunity for adults to get the high school diploma. As Hartke has wisely observed:

"This absence of anything approaching a universal education opportunity for the drop-out over the compulsory school age to come back to high school and complete his secondary education represents the last great remaining void in public education in this country; the void between the public day high school for boys and girls and the publicly supported college and university. It is into this void that we annually condemn one million boys and girls every year – the number of students who annually enroll in elementary and secondary schools in September but by June have dropped out of their classes. It is a cumulative void into which school dropouts year after year have disappeared until the current total of these individuals is more than sixty million adults." (Ibid, p. 1)

THE HIGH SCHOOL DIPLOMA

In June I attended the graduation ceremony of Statesville Penitentiary, Joliet, Illinois. Through an extensive adult basic education program, more than 230 received recognition through the general education development testing program. It was a thrilling experience to see those men walk up and get their certificates. Few persons are more acutely aware of the importance of the GED tests than am I. But, it must be recognized that as important as the equivalency program is, there are thousands of adults in this country who do not want to settle for just a certificate or equivalency. Instead they want the high school diploma. My experience of teaching in Florida convinced me of this truth. In Florida every tenth high school diploma presented by the Office of Public Instruction through the high schools goes *to an adult*. In California the emphasis is even more pronounced. There, where state funds are made available to enable adults to return to school for high school completion, *two* out of every ten diplomas granted by numerous communities in the state go to adults. It is a sad commentary on our educational system that in many states there is no school system in the state offering a high school education especially for adults. We can be encouraged that the recent legislation introduced will extend federal support to the states to enable adults who have not graduated from high school to get the high school diploma. Funds need to be provided to expand programs of parent education, citizenship training, and consumer education, and we must encourage our legislators in this effort.

A.B.E. BIG BUSINESS

If the legislation proposed by Senator Vance Hartke, S. 1995 is passed, ABE will indeed be big business. The federal support will surely enhance its prestige. Proposed under "appropriations authorized" is the following:

> Sec. 314. There is authorized to be appropriated $40,000,000 for the fiscal year ending June 30, 1967; $200,000,000 for the fiscal year ending June 30, 1968; $250,000,000 for the year ending June 30, 1969; and $300,000,000 for the fiscal year ending June 30, 1970, for the purposes of this title."

Our universities must get tooled up for the task of training personnel for this important work. Our administrators must look on their programs as internships for training effective workers, teachers, recruiters, counselors, and administrators.

IMPROVEMENT OF MATERIALS IS PRIMARY

One of the crying needs for improvement is in the materials used by teachers for programs for adult basic education. As we work with teachers and materials, we must assist in the more effective utilization of those materials, finding which methods work to the best advantage of the adult learner. Many of you will be or are producing your own materials. As a guide for developing more usable materials I recommend a simple formula I have called *Kisfab:*

KEEP IT SIMPLE, FAMILIAR,
AND BRIEF!

In dealing with the under-achieving adult, it is important to try to enter into his world. *Empathy* is a quality that is primary for the teacher and the administrator. Let me illustrate each of the three points of KISFAB: SIMPLE, FAMILIAR, AND BRIEF.

1. KEEP IT SIMPLE: One of our teachers working with adults developed a set of games "Shuffle-N-Read." These games deal with simple words the migrant has to work with day in and day out if he is to adjust satisfactorily to a complex and often confusing world. By the use of bingo word games, Mrs. Velma Johnson, a teacher in Rochelle, Illinois, Minnesota and North Dakota found a simple tool for learning. The Shuffle-N-Read games grew out of her need for material that would produce quick, but lasting results in helping adults with little or no previous reading experience, to recognize the words they most need.

2. FAMILIAR: In working with Mexican migrants, we found a high degree of motivation for getting a driver's license. Many of the migrants knew how to drive but they were blocked from getting the license because of the written exam. By the use of flash cards, and bingo word games that were associated with signs, familiar words took on meaning, and were learned rapidly. We found that the driver's manual produced by the State Highway Department was a useful tool for teaching needed words such as curve, slow-down, and stop.

3. BRIEF: Let's help teachers beware of the danger of trying too much at one time. The effective teacher will build on that which has been learned and help the adult grow with small successes. The audio-lingual approach to languages has proved the effectiveness of learning the language by usage and repetition is still the root of mastery, once meaning is associated with the word. The attention span of the under-achieving adult, like the under-achieving child, is limited I have seen experience charts written by adults which keep the lesson brief, familiar with the experience of the adult, and simple enough so that the adult built on the past learning of words.

So, let's help teachers keep materials and learning experiences "SIMPLE, FAMILIAR, AND BRIEF."

COMMITMENT IS OUR PRIMARY GOAL

We need trained, empathic, dedicated workers in the vineyard of adult basic education. We want to see teachers committed to their teaching, and I know of few as devoted as those in our field. In a day when so many millions need our help in adult basic education, it is total commitment we are after.

Twenty years ago Max Lerner said, "It is later than you think!" That was on the brink of the World War II.

And it is much later than we think in our society, and for us. The winds of change are bringing violence and disaster. Also the winds of change are bringing new life, new opportunity, new potential! Will we be fragmented or will we create a society where each person has equality of opportunity, and has the fundamental tools for learning? As directors of adult basic education we have an opportunity of a lifetime. We can truly be heroes of a great time. You are in a position of community responsibility. We can stand aside, or we can involve the student, the community, and above all, ourselves in working to bring about a creative and useful society.

Recruitment and Retention of the Adult Learner

Paul R. Hunt

Someone once said the toughest job in selling is to get the customer in the store, put him in a frame of mind to buy, and keep him there long enough to make a purchase. This simple little bit of strategy is very important in what we are going to talk about this morning, mainly recruiting and retention. Yesterday morning I brought out some background information about our adult customer in terms of his social and psychological characteristics and some of the circumstances in which he lives that create barriers to his learning and participating in a basic adult education program. Might I suggest at this time you are dealing with a real tough market where competition for the adult learner's time is great. You are also trying to sell him something he may not want, is unfamiliar with, and with the promise it may make his life more difficult.

My remarks this morning will be made directly to recruiting and retention but implicit in them are concerns for creating adult basic education programs and curriculum.

RECRUITING (Direct and Non-direct)

Most of you in this room are old enough to remember the famous WW II recruiting poster of Uncle Sam pointing out at you saying, "I want you." This was a pretty tough approach and certainly in keeping with the times. I remind you of this because many of you believe the only sell is a "hard sell." Now, patriotism is something we are proud of, but today even the military uses a softer sell. Illiteracy, on the other hand, is not usually something people are proud of and, as a result, hard selling would only tend to expose and further alienate our customer. Selling basic education in some communities is being handled with much of the same good taste some organizations are using to shape public opinion on cancer, heart disease, and better behavior on our highways. If this community at large is helped to better understand adult illiteracy and the role of basic education, the whole tone of the community will make the afflicted more willing to come forward and expose themselves when they hear the call of the recruiter. Like alcoholism, mental illness, and illegitimacy, as we talk these concerns through, we shape public opinion and find we are able to deal with the problem more efficiently.

As administrators there is much you can do through your news, radio, and TV media. Service groups, concerned employers, and places where people meet and communicate should be provided with your message. In doing so you are creating a better understanding of the problem and you will be more effective in recruiting for and mobilizing your attack on illiteracy. So much for indirect recruiting.

Direct recruiting, or word of mouth, is one of the more effective methods of communicating directly with the potential adult basic education student. Get to the grass roots people who provide services for people living in poorer neighborhoods, particularly if these people are known to deal fairly with them and they have an image of confidence – the corner market, bar, church, and public and private agency field people are to mention a few. Seek out the power figure in the community – that is if one can be found. With his or her endorsement, you can go a long way. Teachers who make home calls can be very helpful; and if your school has a school community agent, he or she can provide many good referrals. Above all, you must have recruiters who have an acceptable image in the community. Otherwise, your recruiting efforts may be ignored. And don't forget your best salesmen are satisfied customers. An adult student from your group who really feels you have "turned him on" will pass the word. The pattern of recruiting and retention is not unlike the hippie jargon we hear today: tune in, tune on, or drop out!

In summary, then, when you think recruiting, think both of direct and indirect approaches. Do your part to influence public opinion. This may not bring you face to face with the student, but your efforts will do much to aid him when he finds a community much more accepting and responsive to his illiteracy. When recruiting, "know your territory." Like the song in *Music Man*, "You can't sell if you don't know the territory."

There are a few cautions I would like to remind you of:

1. Don't make too many promises when you are making your pitch.
2. Undersell rather than oversell.
3. Remember that usually someone has been there ahead of you. Remember too you are dealing with people who often times are victims of over-referral.
4. Other agencies want a piece of the action. So don't be surprised if you find other programs contesting for the same clientele.
5. Zero in on a good target area that will yield the best return on your efforts. You will not and cannot solve the total problem, so be selective.
6. Recruit consistently – work the territory on a regular and reoccurring basis.
7. Finally, try to be happy with your results but not contented. The chances are that even if you fill your class, you are not yet dealing with the people who are most in need of your services.

So much for recruiting, let's go on to retention.

RETENTION

Retention has something to do with holding power of your program, and if the program is not holding, we can assume your students are dropping out. Now, dropping out is a more complicated phenomenon than students just not showing up for class. I am reminded here of the cab driver when I inquired as to how far he had attended high school. When he replied the tenth grade, I suggested to him that he had dropped out, to which he replied, "Heck, no, I didn't drop out, I just quit."

In studying the dropout I have discussed that the act of dropping out can be classified either as "voluntary leaving" or "involuntary leaving." Let me provide you with some examples for unless you are able to deal with your problems of retention factually in terms of vol-

untary and involuntary leaving, your program is certain to suffer.

Voluntary dropouts are those who declare they are just not interested or have received all from the program that matters to them. They may provide you with many reasons which in the final analysis all add up to staying if they really want to. Curiously enough some have told me they would have stayed but found little meaning in their lessons from teachers who were not very friendly.

The involuntary leaver, however, is another breed of cat. You may have an ADC mother who is highly motivated to learn, however, if she does not have a day care center at which she can leave her child or children, she may involuntarily drop out. Erratic job schedules, illness, lack of transportation, clothing, poor health, interagency conflicts (agencies bidding for client's time without regard to what another agency might be attempting), all create situations which contribute to students involuntarily dropping out of the program. Your immediate follow up on erratic attendance will help you to determine whether this person is dropping voluntarily or involuntarily. And listen carefully to his explanation; the reasons they present for leaving may only be a mask for what is actually precipitating the problem. I am reminded of one adult student living in a slum area who gave up coming to her night typing class because she did not have taxi fare. This was the only way she could safely attend school during the evening hours.

The program tone has much to do with if and how long people stay and, believe it or not, some stay too long and this is a problem too. Here are some pointers that will help you with retention:

1. First of all these people, even if they can't read, can read you. They know if you are patient or impatient with the little progress they are able to make.
2. Since there is a certain ignominy about being illiterate, these people must feel accepted by their teachers. Little things like knowing they are not totally illiterate but rather demonstrating gaps in their learning where an alert and sensitive teacher will detect these gaps and labor with them in terms of their deficiencies and not in terms of being totally illiterate.
3. Little courtesies are very important. First names are great, but being called Mr. or Mrs. can sound awfully good to a mature adult by a younger teacher. A "Good morning" or "Good-by, I'll see you tomorrow" may be the only decently spoken words to that person during the course of the day. And don't forget, the poor have birthdays, festive days, occasions of special importance to them the same as you and me.
4. Don't burden them with too much instruction. Give them only what they can handle at one time.
5. There are more ways to present a lesson than by lecturing. Remember you don't have to be at the graduate level as a student to benefit from the workshop way of learning, a seminar, a problem solving or brainstorming session. Show and tell was one of the most popular and widely accepted techniques used in the adult basic education center in Detroit. To help people learn how to read, we painted the word *floor* on the floor, *door* on the door, *ceiling* on the ceiling, *window* on the window, and you take it from there. We made every effort to introduce the symbols of communication and computation in a meaningful way. For those who progress to a point of helping others, we employed the each-one-teach-one method. Reinforcements were used like car fare, training allowances, hot food, and the coffee pot was always on. Small group instruction was carried on in the home, in the church, and in other neighborhood meeting places.

In summary, then, we should remind ourselves that we are in the business of voluntary education and only those who come to us have a predilection for helping themselves. Even with this in our favor, we still have a tough customer to sell.

In closing, I would like to leave you with this one thought. I have a close friend to whom I addressed the question concerning the strength so often found in a Jewish home. His reply was, "Hamish," which simply translated from Hebrew means warm and friendly. May I submit to you that if you as an administrator and your teachers are "hamish" at least part of your problem of retention will be solved.

An Evaluation Guideline on Adult Basic Education Programs

Monroe C. Neff

1. INSTITUTION INFORMATION

Name .....

Address .....

Funded by .....

Budget .....

Duration: Permanent Institution.....

Temporary..... (How Long?.....)

Director .....

No. of Teachers .....

Any subprofessionals?..... How many?.....

Number of classes: Day.....Night.....

Students per class .....

When did the program begin?.....

2. AIMS OF PROGRAM

a. What does the sponsor see as the basic purpose of the program?

b. If the purpose is widening of education horizons, what happens to the students at the close of their study?

c. If the purpose is employment opportunities, does the school help the students get jobs? Do they know if they do find employment?

3. RELATIONSHIP TO OTHER INSTITUTIONS AND AGENCIES

Is there any relationship between this program; traditional local, state, or national educational institutions; or private ones, i.e. universities? What other agencies are involved in the program? What is the nature of such relationship?

4. CURRICULUM DETERMINATION AND PROJECT HISTORY

a. How did the present program come about, i.e. was it in response to a specific need? If so, what was that need, etc.?

b. Who determined what the nature of the program would be, i.e. was it the sponsor, consultant, or government agency?

c. Was any study of other programs undertaken in conjunction with program preparation?

5. PROGRAM DESCRIPTION

a. Duration of the course – what is to be accomplished in period?

b. Methodology of Instruction: Is there a traditional classroom set up? Do students work at their own or the class' rate of speed? Is one methodology used or is there a mixture? Are group discussions used as part of the classroom technique?

c. What is the atmosphere of the class situation: Does there seem to be good rapport between teachers and students and among the students themselves? Is there a general feeling of progress?

6. SPECIFIC MATERIALS

a. Kinds of Materials Used
   1. Software
   2. Hardware
   3. Program Instruction
   4. Records or Tapes
   5. Filmstrips or Slides
   6. Educational TV or Movies

b. Have the materials been developed particularly for this setting?

c. If packaged materials are being used, have they been adapted at all for use in this setting?

d. Are materials being used geared for adults and, if not, could they be adapted for such usage?

e. Do the directors and teachers in the school feel that they are using the best materials available? If not, why? Is it due to budget or imposed selection by some "authority?"

f. Is there any experimentation with other or new materials?

g. Are all classes using the same materials? If not, is there any attempt to measure the differences in effectiveness?

7. RATE OF PROGRESS AND MEASUREMENT

a. Is there testing? If so, when is it done – in and out – or how many hours between tests? If not, why?

b. What tests are being used for measurement? Is the same test being administered in and out? Is the same form of the test used? Why?

c. What is the average rate of progress? What is the usual rise in grade level during a given "course?" How many sessions is that "course?" How many hours each session, all together (total)?

d. Are high school equivalency certificates given? What is the average time consumed in getting one: After completing 8th grade level? .....

After refresher courses? .....

8. SUBJECTS

a. What are the subject areas taught in the program under the title of Basic Education?

9. STUDENTS' PROFILE

a. Who are the students enrolled in the program, i.e. sex, average age, ethnic background, etc.?

b. What is the average scholastic background, test score, etc?

c. Are any zero/zero's being enrolled?

d. What is the employment status of the students? Are they working while taking the program (i.e. night students)? How many attend full time? .....

e. What is the motivation of those involved in the program? Why did they enter, i.e. upgrading vs. upgrading for a purpose?

10. STUDENT FOLLOW-UP

a. Are there records of the progress of "graduates" of the program? What is the nature, if any, of the follow-up procedures? If there is follow-up, for how long?

b. Do any students return to increase their skills in a "postgraduate" program, i.e. are former zero/zero's working now toward high school equivalency after working hours?

c. Are they encouraged to return for more upgrading?

11. TEACHER PROFILE

a. Who are the teachers, i.e. sex, average age, ethnic background, etc. and what are their teaching credentials?

b. Are non-professionals being used as teachers or monitors?

c. If non-professionals are being used, how were they trained and are there any problems with educational institutions about their use by the program as instructors.

d. What is the teacher-student ratio in the class? Is the teacher assisted by a teacher aide?

12. TEACHER TRAINING

a. Is training of trainers built into the program? What is its nature? Is it a one shot program or continuous?

b. Do the materials employed require a great deal of teacher training?

c. Has teacher training been used to meet the needs of a new kind of student?

d. How do the trainers react to the training, i.e. has it had any impact on the previously trained teacher?

13. PARTICIPATION

a. What is the daily attendance rate, is it higher in some classes or subjects than others?

b. What is the dropout rate for the program? Has there been any analysis or follow-up of dropout? If so, what were the results?

c. Has interest in the program increased in the community since it started, i.e. do more people apply for admission now?

14. FINANCES: STUDENT

a. Is tuition charged for the program? If so, who pays it? Are there scholarships?

b. Do students enrolled get paid for taking part, i.e. industrial salaries? Are stipends offered to students? If so, what are they?

c. If tnere is a night as well as a day course, what is the difference, if any, in tuition?

15. FINANCES: ADMINISTRATION

a. Is cost analysis being employed in the management of the program?

b. What is the cost per student, day and night?

c. What is the actual instructional cost per student?

d. What is the actual administrative cost per student?

e. If No.'s a., b., and c. are not available, what is the breakdown of cost that is available.

16. OTHER EVALUATION

a. Has any outside independent evaluation been done of the program? If so, who did it and are there copies of the report available?

b. Has there been any self-evaluation? How is the sponsor satisfied with the results of the program, materials, etc.? Are the set goals being met? What recommendations are being made, if any, for change?

Evaluation of Reading Material

Title _____ Level _____

Publisher _____

Copyright Date _____

Date Evaluated _____

Evaluated by _____

		Yes				No
		E	S	F	P	
AUTHORSHIP	Are the authors experts in reading as an instructional, psychological and sociological process?					
	Are the authors experienced writers who understand the needs and interests of adults?					
	Do the authors have access to schools for observation and research?					
	Are the authors able to demonstrate their teaching methods?					
	Are the authors actively engaged today in the teaching of reading on the adult basic level?					
	Have the authors trained teachers in the field of reading?					
	Have the authors done research in the field of reading?					
	Have the authors had clinical experience in analyzing reading difficulties?					

PHILOSOPHY	Are the objectives of the series clearly defined?					
	Are these objectives realized?					
	Does the series provide for continuous, systematic and well rounded growth in many reading habits and skills?					
	Does the series foster independent reading and the enjoyment of varied reading materials?					
	Does the series facilitate the adjustment of content and instruction to the individual adults and his special interests, abilities and needs?					
	Does the series foster intellectual growth, social awareness, wholesome attitudes, and sound ethical values?					
	Does the program provide special materials and guidance for slow learners at levels where re-education is most needed?					
	Does the program recognize the need for and give help in diagnosing and re-teaching at frequent intervals?					
	Does the program include professional materials that explain the underlying philosophy and contribute to the effective use of the materials?					
	Do the policies expressed in the manual correspond to the policies outlined by the *New York State Position Paper on the Teaching of Reading*?					

		Yes				No
		E	S	F	P	
CONTENT	Are the themes well adapted to the interests and needs of adults?					
	Do the themes widen students' interests and knowledge of living in modern society?					
	Is there a balance of reading material, such as: Fiction and fact? Modern and classical? Men's and women's interests? Rural and urban life? Other cultures?					
	Are the selections written in natural language so that the students can be encouraged to read with realistic expression?					
	Is the repetition of words natural or have the authors, in an effort to get a high degree of repetition of words with an eye to vocabulary statistics, made the selections artificial and unnatural?					
	Do the plot and subject matter of the stories command the attention of adults?					
	Will the articles provoke thinking on the part of the student? (Cause and effect, human values, etc.)					
	Would the unit themes widen students' horizons and stimulate interest in the various areas of reading?					
	Are the selections recognized by competent critics as good literature?					
THE TEACHING OF READING READINESS	Does the program stress readiness at all levels?					
	Does the series provide for the development of concepts and experiences which relate to the subject matter which will be developed?					
	Is there a language-readiness section for adults who are not using standard speech patterns?					
	Does the series provide for auditory discrimination exercises which will enable the students to hear sounds spoken in the standard language?					
	Does the series develop such skills as auditory discrimination and visual discrimination?					
	Does each lesson provide for the development of a readiness for the subject matter of the article?					
WORD PERCEPTION SKILLS	Does the material help the teacher to diagnose and evaluate specific reading skills?					
	Is the instruction in the use of the following word identification techniques effectively integrated within the program through: Picture clues? Configuration (word form) clues?					

		Yes				No
		E	S	F	P	
WORD PERCEPTION SKILLS Cont.	Context?					
	Phonetic analysis?					
	Structural analysis?					
	Dictionary skills?					
	Is word power developed through reviewing and analyzing words previously introduced and through extending the meanings of familiar words?					
	Are there a sufficient number of word repetitions to help the students to retain the words?					
	Is there a sequential pattern for the development of the word perception skills?					
	Are there suggestions for developing and evaluating specific reading comprehension skills?					
INTERPRETATION AND COMPREHENSION	Reading for details?					
	Identifying main ideas?					
	Following sequence?					
	Skimming?					
	Making inferences?					
	Drawing conclusions?					
	Distinguishing fact from opinion?					
	Applying ideas to new situations?					
	Is there as much emphasis given to growth in interpretation as to growth in word perception skills?					
	Do the suggestions for guided silent reading develop the ability to read purposefully?					
	Will the suggestions for oral reading both help the teacher to evaluate the students' reading ability and help the students to develop interpretive skills?					
	Does the program help teachers to extend reading experiences by providing suggestions for integrating reading with the other language arts, by suggesting effective enrichment activities related to reading, and by offering specific recommendations for supplementing the skills development program?					
	Is the ability to read different kinds of material for different purposes developed?					
	Does the program develop the students' abilities to locate information?					
	How effectively are the readers, manuals, and other materials integrated within the program?					
	Does the program provide for individual differences:					
	Through a variety of purposeful activities?					
	Through flexible organization of lessons?					
	Through suggestions for enrichment activities and wide reading?					
	Through suggestions for identification and diagnosis of reading problems?					
	Does the program provide an informal inventory of student interests?					
	Is there provision made for helping teachers to analyze errors?					
	Are specific suggestions given for solving reading problems?					

		Yes				No
		E	S	F	P	
VOCABULARY DEVELOPMENT	Is the vocabulary controlled to insure:					
	A total number of new words which is appropriate to each instructional level?					
	The introduction of new words at a rate which is appropriate to the learning rate of the reader?					
	Mastery through the adequate repetition of new words?					
	Most of the new words separated by 20 or more running words so that the person is not discouraged by too rapid introduction of new vocabulary?					
	The experiences of success and enjoyment in reading by having occasional "plateaus" during which no new words, or a minimum number, are introduced in selections?					
	Continued usage of the careful maintenance of old words?					
	Does the vocabulary include basic words of permanent value?					
	Is there provision for developing word meaning at all levels?					
	Beginning with the Fourth Reader, has each book a glossary?					
	Do the statistics furnished on the upper grade level give sufficient information to assure that the vocabulary carry-over and rate of introduction are suitable?					
	Can the teacher easily find the facts about vocabulary control?					
TEACHER'S GUIDE	Does the teacher's guide outline the organization and philosophy of the program?					
	Does each guide provide an adequate INDEX OF SKILLS which identifies the interpretation skills as well as the word perception skills emphasized at that particular level?					
	Does the guide give help for the teacher to use in bringing students to the point of mastery on each skill listed?					
	Is the teacher given on-the-spot suggestions for presenting new words at the exact time they are introduced?					
	Does the guide provide help in developing a complete word perception program?					
	Is there opportunity and guidance for leading students to identify and analyze words while:					
	reading the selections in the students' text?					
	doing the exercises included with the lessons?					
	Are the words which are to be identified through analysis indicated for the teacher?					
	Is there a clearly-defined program for teaching children how to analyze words of more than one syllable?					
	Does the guide include a sequential program for developing the skills needed to use the dictionary efficiently?					
	Do the teaching procedures include specific help in teaching the use of the pronunciation keys of more than one dictionary?					

TEACHER'S GUIDE

Cont.

	Yes				No
	E	S	F	P	
Does the guide provide teaching procedures for developing the skills of interpretation?					
Are there procedures for introducing and motivating reading of the story?					
Does the guide suggest varied ways of rereading for interesting and different purposes?					
Are there procedures for leading the students to relate ideas from reading to personal experience?					
Will the beginning teacher be able to follow the important steps in teaching each lesson to large classes and to groups of varying ability and interest levels?					
Do the guides serve as helpful stimulating procedures, or are they stereotyped teachers in print?					
Are the developmental activities in the workbook integrated with the lesson plans?					
Is the manual complete enough to help the teacher avoid spending many hours in preparation of the next day's lesson thus giving time to exercise her initiative in meeting the reading problems of the individual students?					
Is there a key to the responses desired for each exercise?					
Is the manual practical? Are exercises and drills prescribed which can actually be carried out by the teacher in a normal teaching period?					
Does the guide tell the teacher how to group students in order to take care of individual differences?					
Does the guide contain informal inventories for: interest readiness, phonics readiness, thinking readiness, and reading difficulties?					
Does the guide tell the teacher how to determine the student's independent reading level and the student's instructional level?					
Does the guide present additional material in the follow-up section for maintaining skills and for meeting the varying needs of the students?					

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on Adult Education

PHYSICAL FEATURES

Is the type clear, black, and easy to read?					
Does the paper have a soft finish which prevents glare?					
Are the use of color and the general format planned to prevent eyestrain?					
Are pages pleasing and uncluttered?					
Does the cover attract the student's interest?					